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ABSTRACT

The full texts of all prepared statements and supplemental materials presented during six days of hearings held on four bills (H.R. 19, H.R. 3036, H.R. 3037, and H.R. 4797) to amend the Vocational Education Act of 1963 are contained in this document. Statements are made by (1) State and local directors and superintendents from state universities and local schools in all branches of vocational education, agricultural education, special education, electronics, adult education, and occupational education, and (3) representatives from state departments of education, federal agencies, state and national advisory councils, and various professional organizations. The statements, exhibits, and panel discussions present national, local, and institutional concerns regarding the conditions of vocational and occupational education. Official positions of various organizations on selected issues are also given. (TA)

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ED131245

VOCATIONAL AND OCCUPATIONAL EDUCATION

HEARINGS

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-FOURTH CONGRESS

FIRST AND SECOND SESSION

ON

H.R. 19 and Related Bills

TO AMEND THE VOCATIONAL EDUCATION ACT OF 1963

VOLUME 3

HEARINGS HELD IN SPRINGFIELD, ILL., SEPTEMBER 15, 1975; CEDAR RAPIDS, IOWA, SEPTEMBER 16, 1975; WASHINGTON, D.C., FEBRUARY 9, 1976; SIOUX FALLS, S. DAK., FEBRUARY 13, 1976; LEXINGTON, KY., FEBRUARY 21, 1976; WASHINGTON, D.C., MARCH 11, 1976

Printed for the use of the Committee on Education and Labor
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CONTENTS

Hearings held in:

Page
Springfield, Ill., September 15, 1975 — 1
Cedar Rapids, Iowa, September 16, 1975 — 197
Washington, D.C., February 9, 1976 — 397
Sioux Falls, S. Dak., February 13, 1976 — 443
Lexington, Ky., February 21, 1976 — 683
Washington, D.C., March 11, 1976 — 959

Statement of—

Acord, James Franklin, accompanied by Michael Adams, Southern Illinois University at Carbondale, Education Professions Development Act (EPDA), fellows, occupational education — 185
Anderson, Ron, instructor, occupational development, Washington High School — 597
Archambeau, Percy, tribal chairman, Yankton Sioux Tribes — 556
Astor, Gary, chairman of the Iowa Vocational Association, Fort Dodge, Iowa — 371
Bailey, Dr. Maurice, chairman, division of science and technology, and director of mining technology program, Pikeville College — 702
Ballantyne, Dr. Selby A., superintendent of Kirkwood Community College, Cedar Rapids, Iowa — 225
Bardonner, Charles, Environmental Center — 232
Barnes, Glenn, superintendent of schools, Todd County Independent School District — 452
Barragree, Robert, director, Indian Valley Area Vocational Center — 51
Benton, Dr. Robert D., State superintendent of public instruction, Des Moines, Iowa — 200
Bergman, William H., teacher-researcher, University of South Dakota — 602
Binkley, Dr. Harold, chairman, Department of Vocational Education, College of Education, University of Kentucky — 937
Borup, Howard, Dupont Corp., Clinton, Iowa, chairman, Education Committee, Clinton Chamber of Commerce — 276
Breuer, Nancy, president, Future Business Leaders of America (FBLA) — 649
Brodbeck, May, vice president for Academic Affairs, University of Iowa, Iowa City, Iowa — 348
Burdette, Clarence E., assistant State superintendent, Bureau of Vocational Technical and Adult Education, West Virginia Department of Education — 921
Burkett, Lowell, American Vocational Association — 969
Cannon, Mary L., Home Economics, Tipton Community School, Tipton, Iowa — 316
Carlson, Clayton, director, career education project, Lake Area Vo-Tech School — 597
Carr, Dr. Harold L., superintendent, Great Oaks Joint Vocational School District — 902
Carroll, Hon. Julian M., Governor of the Commonwealth of Kentucky — 685
Cattell, Newton, National Association of State Universities and Land Grant Colleges — 972
Cockle, Robert, Dr., superintendent of schools, Watertown Independent School District — 460
Collins, Vic, Distributive Education, Oelwein Community School District, Oelwein, Iowa — 318
Cronin, Dr. Joseph, superintendent of education, Illinois Office of Education, accompanied by Sherwood Dees, State Director of Vocational-Technical Education, Illinois Office of Education — 3

Statement of—Continued Page

Dillon, Pat, United Auto Workers Local No. 94, Dubuque, Iowa.... 283
Doolittle, James, director, Northwestern Area Multi-District........ 597
Doran, Dr. Adron, president, Morehead State University............ 720
Dotson, James, Superintendent, Pike County Schools.............. 762
Dungan, Ralph, State Higher Education Executive Officers Association 977
Engen, Dr. Harold, associate professor of education, Division of Counselor Education, the University of Iowa, appearing on behalf of: Iowa Personnel and Guidance Association, Iowa School Counselors Association, Iowa Association of Counselor Educators and Supervisors, Iowa Vocational Guidance Association.............. 377
Evans, George, National Mines.............................. 704
Feltner, Squire, United Mine Workers........................ 714
Fischbach, Andrew, board member, Northwest Area Multi-District.. 452
Foster, Dr. Gordon associate commissioner of higher education..... 492
Fly, Dr. W. Lamar, president, Illinois Valley Community College.... 121
Friedl, Monsignor Francis P., president, Loras College, and chairman, Tri-College Executive Board.......................... 352
Fults, Dr. Anna, coordinator of Home Economics and Education, Southern Illinois University.......................... 120
Gadda, Dr. Hilding, supervisor, teacher education, South Dakota State University.................................. 510
Gibson, John, director, Area Vocational School, Page County, Ill..... 167
Griffin, Walter, Upper Iowa College, Fayette, Iowa.............. 345
Grosshuesch, Glenn, teacher trainer, University of South Dakota at Springfield..................................... 509
Hackett, Dr. Bessie, coordinator of home economics and teacher educator, Illinois State University...................... 117
Hall, Dr. J. Floyd, president, National Federation of Urban-Suburban School Districts, accompanied by Dr. Benjamin Willis, executive secretary..................................... 433
Hanson, Dr. Shirley, American Association of School Administrators.. 968
Harstad, Ruthanne, National Organization for Women, Cedar Rapids, Iowa... 358
Henley, Harold, director, Lake Area Multi-District Center.......... 492
Herklotz, Dr. Theodore, director of vocational education, Cincinnati.. 906
Herron, Dr. Orley, president, Greenville College, accompanied by Dr. Richard Stephens, vice president for academic affairs........... 138
Hicks, Alma, president, Omaha Home Economics Teachers Association.. 157
Hinders, Dean, director of education, South Dakota State Penitentiary. 597
Holten, Florence, chairman, Local Advisory Board Member......... 462
Hopper, Howard, Codington County Implement.................. 630
Hovland, Eunice, director, Individualized Learning Center, Southeast Area Voc-Tech School.............................. 597
Howard, Billy R., executive director, Kentucky Advisory Counsel for Vocational Education and Manpower Development and Training.. 768
Hutchings, John E., director of Career Education, West Side District 129.. 68
Jasiek, Dr. Clem, accompanied by Dr. Courtland and Dr. Sullivan, on behalf of the Illinois Trustees Association................. 174
Jasinski, Dr. Harry, dean, Business and Industry, Northern State College...................................... 509
Johansen, Dean John, College of Education, Northern Illinois University..................................... 130
Johnson, Peter, principal, Seyamore High School................. 153
Jones, Gordon, representing Mr. Allen, tribal chairman............ 554
Joss, Charles, superintendent of Area I Technical School.......... 249
Kaufman, James, vice president for Student Affairs and Admissions, Cornell College, Mount Vernon, Iowa.................... 351
Kaufman, Donald C., director, Grundy Area Vocational Center...... 61
Keller, Galen, president, Future Farmers of America (FFA)......... 649
Klaus, Dr. Loren, president, Shawnee College.................. 100

Statement of—Continued

Page
Koons, Robert, member of State department of public instruction, instrumental in implementation of career education in secondary schools; manager of Clinton Corn Processing Co. 289
Laging, John, personnel director, McKennan Hospital 636
LaPointe, Buzz, executive director, Dakota Plains Institute of Learning, Marty Indian School 554
LeBeau, Sandra, representing Cheyenne-River tribes 562
Lippold, Donald, director of vocational and technical education, Hawkeye Institute of Technology, Waterloo, Iowa 256
Logan, Lloyd, president, vocational administrators in Illinois 166
Lund, Dr. Duane R., acting chairman, National Advisory Council on Vocational Education 398
Mallan, Dr. John P., director of governmental relations, American Association of State Colleges and Universities 961
Martin, Dr. Travis, president, Rend Lake College 87
McDonald, Deloris, president, South Dakota Vocational Association 452
McDonald, Francis, State secretary, State federation of Labor 630
McDonough, Dr. Patrick J., American Personnel and Guidance Association 424
McDowell, Glen D., vice president of the American Vocational Association 943
McFarland, Stanley, National Education Association 974
McNeeley, Dale, vocational agriculture, Maquoketa Community School, Maquoketa, Iowa 314
McNenny, Dean, director, Northwestern Vocational-Technical School 492
Menning, Donald, director of practical arts, Cedar Rapids Community School District 314
Meyers, Jacque, Henry Carlson Co. 630
Moulten, Mark, president, Distributive Education Clubs of America (DECA) 652
Morgan, J. Herschel, member, Board of Education, Mingo County, W. Va 930
Mueller, Donald W., superintendent, North Fayette County Community Schools, West Union, Iowa 327
Nagel, William, executive director, State advisory council on vocational and technical education 144
Neuzil, Jack, T. & I 227
Oerlline, William, director, Black Hills Area Vocational-Technical School 492
Olson, Ray, principal, South Dakota School for the Deaf 597
Osborne, Virgil, executive director, Eastern Kentucky Concentrated Employment Program 752
Paulsen, Arnold, career education coordinator, Cedar Rapids Community School District 300
Peterson, Ray, Chief State School Officers 970
Pratt, Dr. Arden, dean, School of Technical Careers, Southern Illinois University 133
Pucinski, Hon. Roman C., National Advisory Council on Vocational Education 415
Rankin, Dr. Duane, president, Public Adult and Continuing Education (PACE), Venice-Lincoln Technical Center 177
Raymond, Merlin F., superintendent, Garnavillo Community School District 329
Reese, John, chairman, State advisory council for vocational-technical education 452
Ricci, Ray, KBHB, radio station 630
Ritenour, Carl, director, VIEW project, University of South Dakota 509
Roby, Donald, Skills Center 230
Rondell, Cal, representing, Sisseton-Wahpeton Sioux tribes 554
Rowlett, Dr. John, vice president, Eastern Kentucky University 726
Schoenfelder, Fran, Vocational Programs Director, State Training School, Plankinton, S. Dak 598
Schrage, Darwin, director of vocational education, area I 251
School, Plankinton, S.D 598
Searby, Dr. E. Ray, president, Kaskaskia College 93
Shelver, 'Janet, career guidance counselor, Southeast Area Vocational-Technical School 509

Statement of—Continued

Page
Shields, Dr. J. D., superintendent, Mt. Vernon, Ill 40
Shoemaker, Dr. Byrl, director of vocational education, Ohio Department of Education 912
Smith, Don, president, Vocational Industrial Clubs of America (VICA) 653
Stanforth, Janet, president, Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) 656
Steinhilber, Dr. August, National School Boards Association 976
Stevenson, Betty, president, Illinois Vocational Association 151
Stone, Dr. Thomas, dean of instruction, University of South Dakota at Springfield 492
Storme, Dr. A. C., superintendent, Marion, Ill 35
Stormo, Charles, president, State Board of Vocational Education 452
Stover, Keith, director, Vocational Follow-up, University of South Dakota 509
Sullivan, Father James, Metropolitan Office of Catholic Education, Cedar Rapids, Iowa 271
Sutter, Harold C., superintendent, Morris Community High School 66
Sutter, Kenneth "Bus", bureau of apprenticeship and training 633
Tarvin, Dr. Robert, president, John Logan College 79
Thorson, Vernon, division 03 general manager, Farmland Industries 630
Timmerman, Leonard, director, Lake Area Vocational-Technical School 492
Tirrell, Dr. John, American Association of Community and Junior Colleges 967
Travis, Dean F., president, Clinton Community College, Clinton, Iowa 244
Tyler, Miles A., distributive education coordinator, Waterloo School System 314
Van Deusen, Joyce, Iowa Women's Political Caucus, Cedar Rapids, Iowa 359
Wall, Dr. Stanley, vice president, University of Kentucky, and vice president of the Community Colleges 740
Warner, Dr. James C., chairman, Department of Industry and Technology, Northern Illinois University 128
Weil, Oscar, executive director, Illinois Federation of Teachers 170
Wellman, Fred L., executive secretary, Illinois Community College Board, and vice chairman, National Council of State Directors of Community-Junior Colleges, accompanied by Dr. John Swalec, associate secretary for career education, staff of the Illinois Community College Board 16
Wells, Tod, student body president, Southeast Area Vocational-Technical School 652
Whipple, Carl, superintendent, DeWitt Community School District 331
White, Joe, chairman of the Iowa Career Education Advisory Council, Iowa Falls, Iowa 365
White, Thomas, administrative assistant to the superintendent of Cedar Rapids School District 307
Whitesell, Richard, superintendent, Flandreau Indian School 554
Wiegers, Dr. George W., Jr., president, American Association of Teacher-Educators in Agriculture, University of Tennessee 941
Williams, Stephen H., superintendent, Monticello Community School District 332
Willis, Larry, career education 228
Wisgoski, Dr. Alfred, president, Illinois Valley Community College 126
Witt, Eldon E., executive secretary, Illinois Association of Vocational Education Teachers 155
Wood, Ed, director, Southeast Area Vocational-Technical School 492
Wounded Head, Herb executive director, Planning and Development Administration, Yankton Sioux Tribes 558
Wright, Charles, supervisor vocational education, Pike County Schools 763
Young, Mrs. Ardis, acting head, home economics teacher education, College of Home Economics, South Dakota State University 509
Ziegler, Richard, assistant director and guidance and placement, Mitchell Area Voc-Tech School 509
Ziegler, Roy, director, Mitchell Area Vocational-Technical School 492

Prepared statements, letters, supplemental materials, etc.:

Page
Abell, Dr. Harry W., president, Southeastern Illinois College, Harrisburg, Ill., prepared statement of 192
Allen, George L., Sr., chairman, Flandreau Santee Sioux Tribe, letter to Congressman Pressler, dated February 11, 1976 584
Anderson, Julia F., et al., Home Economics Task Force, Iowa Coordinating Committee, statement submitted by 393
Anderson, Ron, instructor, occupational development, Washington High School, prepared statement of 607
Astor, Gary, president, Iowa Vocational Association, prepared statement of 373
Bailey, Maurice E., director, mining technology, Pikeville College, Pikeville, Ky., letter to Chairman Perkins, dated February 24, 1976 955
Ballantyne, Dr. Selby A., superintendent, Kirkwood Community College, prepared statement of 232
Ballard, Mrs. Ida G., State supervisor, home economics education, State of Mississippi Department of Education, Jackson, Miss., letter to Chairman Perkins with enclosure 440
Baragree, Robert, director, Indian Valley Area Vocational Center, prepared statement of 54
Barnes, Glenn A., superintendent, Todd County School District, Mission, S. Dak., prepared statement of 467
Benton, Robert D., Ed. D., State superintendent, department of public instruction, Des Moines, Iowa, prepared statement of 205
Bergman, William H., teacher-researcher, University of South Dakota, prepared statement of 668
Binkley, Dr. Harold, chairman, Department of Vocational Education, College of Education, University of Kentucky, prepared statement of 933
Borup, Howard C., Clinton, Iowa, on behalf of Gateway Chamber of Commerce, Clinton, Iowa, prepared statement of 279
Buck, Melvin R., director, Hub Area Vocational Center, prepared statement of 675
Burdette, Clarence E., assistant State superintendent, Bureau of Vocational Technical and Adult Education, West Virginia Department of Education:
  Prepared statement of 927
    "Progress—1975 Vocational Education of West Virginia," an article 926
Campbell, Robert H., WECEP coordinator, Marion Junior-Senior High School, Marion, Ill., letter to Hon. Paul Simon, dated September 10, 1975, with enclosure 31
Carlson, Clayton D., director, career education and continuing education, Watertown Public Schools, Watertown, S. Dak., prepared statement of 609
Carr, Dr. Harold L., superintendent, Great Oaks Joint Vocational School District, prepared statement of 849
Carroll, Hon. Julian M., Governor of the Commonwealth of Kentucky, prepared statement of 685
Cattell, Newton, National Association of State Universities and Land-Grant Colleges, prepared statement of 972
Chavez, Linda, assistant director, Department of Legislation, American Federation of Teachers, AFL-CIO, Washington, D.C., letter to Chairman Perkins, dated March 19, 1976 1013
Cockle, Dr. Robert H., superintendent of schools, Watertown, S. Dak., prepared statement of 468
Cole, John M., vice president of manufacturing, Du-Al Manufacturing Co., Sioux Falls, S. Dak., letter to Congressman Pressler dated February 13, 1976 680
Corbin, Dr. Steven B., assistant professor, distributive teacher-education program, University of Northern Iowa, Cedar Falls, Iowa, prepared statement of 323
Cronin, Dr. Joseph M., superintendent of education, Illinois Office of Education, prepared statement of 11
De Bow, George W., coordinator, Continuing Education, Meade Indian School District No. 101, Northwestern Voc-Tech, Sturgis, S. Dak., prepared statement of 627

Prepared statements, letters, supplemental materials, etc.—Continued

Page
Dillon, Pat, president, local 94, United Auto Workers, Dubuque, Iowa, "Local 94 Report" 284
Doolittle, James L., director, Northwest Area Multi-district, prepared statement of 610
Doran, Dr. Adron, president, Morehead State University, Morehead, Ky., prepared statement of 721
Dorsey, Mrs. Frances J., Route Two, Ewing, Ky., letter to Chairman Perkins, dated February 23, 1976 956
Dotson, James T., superintendent of Pike County Schools, and Charles Wright, supervisor, vocational education, prepared statement of 758
Dungan, Ralph, State Higher Education Executive Officers Association, prepared statement of 978
Engen, Dr. Harold B., prepared statement of 380
Erickson, Delbert L., supervising teacher of upper school, South Dakota School for the Deaf, Sioux Falls, S. Dak., prepared stateof 628
Etheredge, Dr. Forest D., president, Waubonsee Community College, Sugar Grove, Ill., prepared statement of 132
Evans, George, National Mines, "Kentucky's Coal Manpower," tables 710
Fischbach, Andrew, Board of Education, West River Independent District No. 18, prepared statement of 469
Fly, Dr. W. Lamar, president, Kishwaukee College, Malta, Ill., prepared statement of 124
Friedl, Monsignor Francis P., on behalf of Loras College, Clarke College and the University of Dubuque, prepared statement of 354
Gabriel, Richard, coordinator, career education, Des Moines Independent Community School District, Des Moines, Iowa, letter to Chairman Perkins, September 19, 1975 395
Gadda, Dr. Hilding, supervisor, teacher education in agriculture, South Dakota State University 521
Graham, James B., superintendent of public instruction, Commonwealth of Kentucky, prepared statement of 949
Grosshuesch, Glenn, teacher trainer, University of South Dakota at Springfield, prepared statement of 523
Haberman, Donald, career education supervisor, Council Bluffs Public Schools, Council Bluffs, Iowa, letter to Chairman Perkins, dated September 18, 1975 394
Hackett, Dr. Bessie, coordinator of home economics and teacher educator, Illinois State University, Normal, Ill., prepared statement of 119
Hall, Dale E., superintendent, East Charles Mix Independent School District No. 102, letter to Subcommittee on Elementary, Secondary and Vocational Education, dated February 5, 1976 595
Hall, Dr. J. Floyd, president, National Federation of Urban-Suburban School Districts, prepared statement of 431
Herklotz, Dr. Theodore, director of vocational education, Cincinnati, prepared statement of 904
Hicks, Alma, president, Omaha Home Economics Teachers Association:
    Letter to Hon. Paul Simon, dated September 22, 1975 161
    Prepared statement of 161
Hinder, Dean, programs administrator, South Dakota State Penitentiary, prepared statement of 606
Hoffman, Richard, Board of Education, Canton Public Schools, Canton, S. Dak., letter to Congressman Pressler, dated February 11, 1976 678
Holton, Florence, chairman, General Advisory Committee, Sioux Falls, S. Dak., prepared statement of 471
Hopper, Howard C., Codington County Implement, Watertown, S. Dak., prepared statement of 640
Hovland, Eunice, Individual Learning Center, Southeast Area Voc-Tech School, prepared statement of 619

Prepared statements, letters, supplemental materials, etc.—Continued

Page
Hovland, Howard, supervisor, Community Educational Services, Sioux Falls, S. Dak., prepared statement of ... 620
Howard, Billy R., executive director, Kentucky Advisory Counsel for Vocational Education and Manpower Development and Training:
  "State Advisory Council for Vocational Education and Manpower Development and Training," an anuual evaluation report ... 778
  "The Implications of Changes in Occupational Characteristics for Planning in Vocational Education," a conference report ... 813
Hughes, Ruth, head, Home Economics Education and Virginia Thomas, associate professor, Home Economics Education, Iowa State University, prepared statement of ... 391
Hutchings, John E., director of Career Education, West Side District 129, prepared statement of ... 71
Johansen, Dean John, College of Education, Northern Illinois University, prepared statement of ... 131
Jasiek, Dr. Clem, chairman, Board of Trustees, Illinois Valley Community College, prepared statement of ... 174
Jasinski, Dr. Harry, dean, business and industry, Northern State College, prepared statement of ... 527
Kaufman, Donald C., director, Grundy Area Vocational Center, prepared statement of ... 63
Keller, Galen, president, Future Farmers of America (FFA), prepared statement of ... 657
Klaus, Dr. Loren E., president, Shawnee College, Ullin, Ill., prepared statement of ... 103
Kooms, Robert G., manager, employee relations, Clinton Corn Processing Co., Clinton, Iowa, prepared statement of ... 294
Laging, Jon W., personnel director, McKennan Hospital, prepared statement of ... 641
Langston, Ira W., president, Eureka College, letter to Chairman Perkins, dated September 3, 1975 ... 192
LeBeau, Sandra, chairperson, Health, Education, and Welfare Committee, Cheyenne River Sioux Tribe:
  Prepared statement of ... 588
  Statement on behalf of Wayne Ducheneaux, Cheyenne River Sioux Tribe ... 593
LaPointe, Enoch L., executive director, Dakota Plains Institute of Learning, Inc., Marty Indian School, prepared statement of ... 587
Lippold, Donald L., director, Vocational-Technical Education, Hawkeye Institute of Technology, Waterloo, Iowa, letter to John Forkenbrock, assistant to Congressman Blouin, dated September 24, 1975 ... 264
Livers, David L., president, Illinois Guidance and Personnel Association, Illinois State University, Bloomington-Normal, letter to Chairman Perkins, dated September 26, 1975 ... 196
Lund, Dr. Duane R., acting chairman, National Advisory Council on Vocational Education:
  "A National Policy on Career Education," a report ... 402
  Letter to Chairman Perkins, dated February 9, 1976 ... 400
  "Vocational Student Organizations," a statement ... 399
Mallan, Dr. John P., director of Governmental Relations, American Association of State Colleges and Universities, prepared statement of ... 960
Martin, Dr. W. Travis, Jr., president, Rend Lake College, Ina, Ill., prepared statement of ... 91
McDonald, Deloris, president, South Dakota Vocational Association, prepared statement on behalf of ... 466
McDonough, Dr. Patrick J., assistant to the Executive vice president and director of professional and governmental affairs:
  Letter to Chairman Perkins, dated March 9, 1976 ... 428
  Prepared statement of ... 425

Prepared statements, letters, supplemental materials, etc.—Continued

Page

McDowell, Glen D., vice president of the American Vocational Association, prepared statement of ... 944

McNeeley, Dale E., vocational agriculture instructor, Maquoketa Community High School, Maquoketa, Iowa, prepared statement of ... 320

Means, Warren W., executive director, United Tribes Educational Technical Center, Bismarck, N. Dak., prepared statement of ... 568

Menning, Don, Coordinator, Practical Arts, Cedar Rapids Community School District, prepared statement of ... 321

Meyers, Jacque, Henry Carlson Co., Sioux Falls, S. Dak., prepared statement of ... 640

Miller, Warren, director, South Dakota Wheat Commission, prepared statement of ... 677

Morgan, J. Herschel, member, Mingo County Board of Education, Williamson, W. Va., prepared statement of ... 931

Moulton, Mark, State DECA president, Distributive Education Clubs of America, prepared statement of ... 660

Mueller, Donald W., superintendent, North Fayette County Community Schools, West Union, Iowa, prepared statement of ... 338

Murdick, Rev. Monsignor Olin J., secretary for education, U.S. Catholic Conference, Department of Education, Washington, D.C., letter to Chairman Perkins, dated March 23, 1976 ... 1013

Neilan, Norman D., general representative, United Brotherhood of Carpenters and Joiners of America, Pierre, S. Dak., prepared statement of ... 644

Newman, Harry J., manager, Personnel Selection and Development, Ashland Oil, Inc., Ashland, Ky., letter to Chairman Perkins, dated March 3, 1976, with enclosure ... 956

Oerlline, W. J., supervisor, Black Hills Area Voc-Tech School:
  Letter to Congressman Pressler, dated February 10, 1976 ... 506
  Letter from Howard Kenner, dated February 7, 1976 ... 507

Oleson, E. B., State director, Division of Vocational-Technical Education, Pierre, S. Dak., "Mini-Plan of Vocational Education, Fiscal 1976" an article entitled ... 472

Patton, Paul E., president, Kentucky Elkhorn Coals, Inc., Virgie, Ky., letter to Chairman Perkins, dated February 23, 1976, with enclosure ... 952

Paulsen, Arnold, coordinator, guidance and career education, Cedar Rapids Community School District, prepared statement of ... 303

Pederson, James O., president, South Dakota Personnel and Guidance Association, prepared statement of ... 526

Pratt, Dr. Arden, dean, School of Technical Careers, Southern Illinois University, prepared statement of ... 133

Rankin, Dr. Duane, president, Public Adult and Continuing Education (PACE), Venice-Lincoln Technical Center, letter to Chairman Perkins, dated September 15, 1975, with enclosure ... 177

Reese, John, chairman, Advisory Council on Vocational Education, Sioux Falls, S. Dak., prepared statement of ... 465

Renaud, M. L., Illinois Central College, East Peoria, Ill., Illinois Association of Community College Agriculture Instructors:
  Letter to Chairman Perkins, dated August 29, 1975, with enclosure ... 188
  Letter to Hon. Paul Simon, dated August 29, 1975, with enclosure ... 27

Ritenour, Carl, director, South Dakota VIEW, University of South Dakota at Springfield:
  Prepared statement of ... 548
  "South Dakota VIEW," vital information for education and work, a brochure ... 550
  "The South Dakota VIEW Program," an article entitled ... 548

Rondalt, Cal, manpower director, Sisseton-Wahpeton Sioux Tribes, prepared statement of ... 594

Rowlett, John D., vice president for academic affairs and research and dean of the faculties, Eastern Kentucky University, Richmond, Ky., prepared statement of ... 731

Schoenfelder, Fran, vocational education director, State training school, prepared statement of ... 605

Prepared statements, letters, supplemental materials, etc.—Continued

Page

- Schrage, Darwin L., assistant superintendent, career education, Northeast Iowa Area Vocational-Technical School, Calmar, Iowa, prepared statement of 253
- Searby, Dr. E. Ray, president, Kaskaskia College, prepared statement of 95
- Sheiver, Dr. Janet, immediate past president, South Dakota Personnel and Guidance Association, South Dakota School Counselors Division, statement on behalf of 523
- Shields, Dr. J. D., superintendent, Mt. Vernon Township High School, Mt. Vernon, Ill., prepared statement of 42
- Shoemaker, Dr. Bryl, director of vocational education, Ohio Department of Education, prepared statement of 908
- Stanforth, Janet, president, State Future Homemakers of America, prepared statement of 661
- Stone, Dr. Thomas C., dean of instruction, University of South Dakota at Springfield:
  - Prepared statement of 508
  - Letter to Congressman Pressler, dated February 19, 1976 679
- Storme, Dr. A. C., superintendent of Community Unit 2 School District, Marion, Ill., prepared statement of 38
- Stormo, Charles, chairman, South Dakota State Board of Vocational Education, prepared statement of 463
- Stover, Keith M., director, Vocational Education Follow-up, University of South Dakota at Springfield:
  - Letter addressed, "Dear Former Student," enclosing several questionnaires 532
  - Prepared statement of 531
- Sullivan, Rev. James A., metropolitan coordinator of Catholic Education, Cedar Rapids, Iowa, prepared statement of 274
- Sutter, Harold C., superintendent, Morris Community High School, prepared statement of 67
- Swope, Larry E., president, Southern Illinois University at Carbondale, Carbondale, Ill., letter to Hon. Paul Simon, dated September 16, 1975, with enclosure 193
- Tarvin, Dr. Robert, president, John Logan College, prepared statement of 83
- Thorson, Vernon, division general manager, Farmland Industries, prepared statement of 642
- Timmerman, Leonard H., director, Lake Area Vocational Technical School, Watertown, S. Dak., prepared statement of 507
- Tirrell, Dr. John E., American Association of Community and Junior Colleges, prepared statement of 966
- Travis, Dean F., dean, Clinton Community College, Clinton, Iowa, prepared statement of 246
- Venekamp, H. J., director, Youth Forestry Camp, Custer, S. Dak., a letter to Congressman Pressler, dated February 9, 1976, enclosing a statement 676
- Wall, Dr. Stanley, vice president, University of Kentucky, and vice president of the community colleges, "System Enrollment in Technical Programs," an appendix 743
- Weil, Oscar, executive director, Illinois Federation of Teachers, prepared statement of 172
- Wellman, Fred L., executive secretary, Illinois Community College Board, "Proposed Position Statement on Career Education," a position statement 19
- Wells, Tod, student body president, Southeast Area Vocational-Technical School, prepared statement of 659
- Whipple, Carl M., Ph. D., superindent of schools, Central Community Schools of Clinton County, DeWitt, Iowa, prepared statement of 337
- White, Joe, chairman, Iowa Vocational Education Advisory Council, Iowa Falls, Iowa, prepared statement of 368
- White, Thomas, administrative assistant to the superintendent of Cedar Rapids school district, prepared statement of 309

Prepared statements, letters, supplemental materials, etc.—Continued

Page

Whitesell, Richard, superintendent, Flandreau Indian School, Flandreau, S. Dak., prepared statement of 570

Wiedmeier, Paul, vocational counselor, Black Hills Area Vocational Technical School, prepared statement of 509

Williams, Stephen H., superintendent, Monticello Community Schools, Monticello, Iowa, prepared statement of 336

Wills, Joan L., director, Governor's Office of Manpower and Human Development, prepared statement of 194

Witt, Eldon E., executive secretary, Illinois Association of Vocational Education Teachers, prepared statement of 156

Wold, Dr. Arnold A., superintendent, Chester Area Schools No. 34, Chester, S. Dak., letter to Congressman Pressler, dated February 5, 1976 678

Wood, Ed, director, vocational education, Sioux Falls, S. Dak., prepared statement of 505

Yankton Sioux Business and Claims Committee, Wagner, S. Dak., statement of 585

Young, Ardis, acting head, home economics education, South Dakota State University, prepared statement of 527

Ziegler, Richard L., assistant director, Mitchell Area Vocational Technical School, prepared statement of 547

Ziegler, Roy J., director, Mitchell Vocational Technical School, prepared statement of 504

VOCATIONAL AND OCCUPATIONAL EDUCATION

MONDAY, SEPTEMBER 15, 1975

House of Representatives,
Subcommittee on Elementary, Secondary
and Vocational Education
of the Committee on Education and Labor,
Springfield, Ill.

The subcommittee met, pursuant to notice, at 8:30 a.m. room 114, State Capitol Building, Springfield, Ill.

Members present: Representatives Perkins, Blouin, Simon, Hall, Quie, and Pressler.

Staff present: John F. Jennings, majority counsel; and Charles Radcliffe, minority counsel.

Chairman **Perkins**. The subcommittee will come to order.

I am delighted to be in the capital of this great State of Illinois, which in so many ways is closely related to Kentucky. I arrived in Springfield yesterday early enough to go around and visit the old homesite of President Lincoln. Of course, his birthplace was Hodgenville, Ky., which I have viewed on several occasions in the past, but I am more than delighted to be here this morning, notwithstanding the great beauty and scenery I have enjoyed.

Also, I looked at many beautiful sites in this city, but I am more delighted to be in your State capital with former Governor Simon, now Congressman Simon, who represented you people so ably in the State legislature from southern Illinois for more than 20 years. He brought to Washington a wealth of experience and a background in education, which has contributed to much at the elementary, secondary and vocational levels, and higher vocational level. He has always been on the spot, and he carries his responsibilities as much so as any Congressman in the United States in a way that resounds to the benefit of the people he is privileged to represent.

It makes me feel good to come to an area that has such outstanding leaders in Congress. You have another gentleman that I want to say something about. That is Tim Hall, Congressman Tim Hall. He, as a teacher and as a principal, has likewise brought tremendous experience to the House Committee on Education and Labor on the bill we have been involved in writing, and we hope to mark up within the next 6 or 8 weeks the best vocational education bill that has ever been written. He has brought a wealth of experience to our committee thus far, and I want to say that he attends the sessions regularly. He is always on time, and he is just like Governor Simon, dependable and always there to carry any burdens that may be assigned to him.

So I am very happy to be in this great State this morning with these two gentlemen and with the Subcommittee on Elementary, Secondary, and Vocational Education, conducting a hearing today on vocational and occupational education.

We have come to Springfield to conduct this hearing because Illinois stands out among the States as a leader in education. For the citizens of Illinois, the Illinois average education is 12.1 years of schooling, and that is much higher than Kentucky. This is far ahead of what many of the other States have been able to achieve. When you add it up, this high level of education is the principal reason for the State's advancement in the fields of agriculture, commerce, and industry. It is my fondest hope that one day all of the States will be able to afford to provide all of their citizens with such a high level of education.

Illinois is the leader in the Nation in vocational education. According to the U.S. Office of Education, this State has the second largest enrollment in vocational education of all the States. Also, according to the U.S. Office of Education, Illinois has increased the enrollment nearly fivefold in the last 6 years. Obviously, we have much to learn from our witnesses here in Springfield today.

We would like to hear more about your accomplishments in education in Illinois, but we would also like to hear about the problems facing you in trying to improve your programs, and we would especially like to hear your advice on how the Federal Government can better help you to meet these problems.

I do want to state that we have several other gentlemen that will be here at a later hour. Congressman Blouin from Cedar Rapids, Iowa, is here now. He is an outstanding member of this committee, and we are going into his district tomorrow. The minority ranking member of this committee, Congressman Quie, will be here in 15 or 20 minutes.

Congressman Simon, if you or Congressman Hall want to introduce the first witness, and if you wish to make any comments, or maybe both of you want to say something, then you are perfectly welcome at this time.

Mr. SIMON. I would be happy to, and I am sure Congressman Hall would be happy to add a word.

First of all, Mr. Chairman, may I express my personal appreciation for the subcommittee coming here, and particularly for your presence. Those of you who might not be aware of it, Congressman Perkins is the chairman of the full Education and Labor Committee of the House of Representatives, and one of the most influential members of the national Congress.

Our first witness is a new man on the Illinois scene who comes from the State of Massachusetts, and he is the superintendent of education in Illinois. He has been on the job—I forget how long.

Dr. CRONIN. Eight months.

Mr. SIMON. Eight months, about as long as I have been on the job I guess, and he has made a real mark for himself. I have been most favorably impressed by the kind of leadership he has provided.

Congressman Hall, you may want to add something.

Mr. HALL. I want to associate myself with the remarks of Congressman Simon and welcome our other colleagues to the land of Lincoln and the great State of Illinois.

The CHAIRMAN. Let me say I thought so much of your great State when we wrote the first vocational education bill back in 1963, to go in the direction of job orientation. We had so much fighting among the Office of Education and the Department of Labor at that time that it was a real difficult job to beat all of those heads together, but we finally did it.

Roman Pucinski was a good member of Congress and brought to the Congress an able assistant. Jack Jennings here on my left is an attorney, and I thought so much of him that I made him my chief assistant. He is doing a wonderful job. The gentleman on the far left is Charles Radcliffe, who likewise is one of the outstanding counsel leaders insofar as helping to prepare education bills. He is one of the leaders of our staff workers in the Congress, Charlie Radcliffe, who represents Congressman Quie, and the minority.

Congressman Quie will be here in a few minutes to take a seat over there.

Now we hear from our first witness, Dr. Cronin.

STATEMENT OF DR. JOSEPH M. CRONIN, SUPERINTENDENT OF EDUCATION, ILLINOIS OFFICE OF EDUCATION, ACCOMPANIED BY SHERWOOD DEES, STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION, ILLINOIS OFFICE OF EDUCATION

Dr. CRONIN. Thank you very much, Mr. Chairman.

With me is Sherwood Dees, our State director of vocational education, vocational-technical education, and he carries the rank of assistant State superintendent.

We, sir, are honored by your presence and by your personal interest in the progress of vocational and technical education in Illinois, and we are so pleased to have such an excellent representation from the committee and staff members to listen to us today.

We are pleased to welcome back our own Illinois Congressmen, and we are also excited by Tim Hall's presence in Congress, who was a teacher and educator; and at the same time many of the people in this room have strong and warm feelings of appreciation for Congressman Simon who served so many years right here in Springfield in both branches. We are very sympathetic, and we realize it is not always easy to be a "Simon" in Washington, D.C. these days, when you have to shoulder the full blame for the economy. But our assignments we are very proud of, and we understand the difference between a bowtie and necktie, and that keeps things straight for us whenever we see a photograph of him, even at a distance.

I would like to talk a little bit about the accomplishments of vocational education since 1969, because the record continues to impress me. I speak with great objectivity for the first 4 years, for which I really take no credit at all for the accomplishments made by Illinois educators, but I did come in in time to see the results and the effects.

Part of my own orientation to the State of Illinois was to spend about 40 percent of my time, the first several months, visiting schools and vocational centers and community colleges. One of the reasons I did it, in addition to my own newness to Illinois, was the fact that we also have a brand new State board of education which has responsibility for elementary and secondary education, preschool through grade 12, and for vocational education. That is the way this statute reads. So I felt it was tremendously important to see what was going on. In fact, I made a point to visit four of our community colleges and several of our correctional institutions where the are programs in vocational education sponsored both by our office, and in several cases with the community colleges engaged in a partnership.

Knowing quite a bit about education elsewhere in the country, having taught and administered schools in California and New England, I am very much aware in some parts of the country there is tension and difficulty between the two levels of education, higher education, especially community colleges, and elementary and secondary education. I am very pleased to find a spirit of cooperation and harmony in Illinois, with the various parts of the educational family trying to find ways to resolve these difficulties and to plan together, and I will have further comments on that later.

First, I think a brief review of the statistics would help. What kind of increase has there been? Has Federal aid helped? I think it has helped us substantially to increase the number of students served. It has gone from 163,000 students to 590,000 students enrolled in vocational education programs at this time in Illinois. It is a very magnificent increase. We have had an expension of programs, but the programs have to be related to the expansion of the economy in areas like public service and personal services and industry-related programs and health programs, where there has been a need for trained manpower.

In some of our sparsely settled areas, rather than have one school try to offer a full range of programs, which is not always possible because of a limited number of students, the idea of area vocational centers, sometimes serving as many as three, four or five counties, has caught on. When we increased the number of these from 14 to 26 in the last 5 years, the was good. We also expanded opportunities for the handicapped and for the disadvantaged and for postsecondary school students. Those numbers have gone from 17,000, 5 years ago to 128,000 today, including several thousand in our correctional institutions where we have a second chance to do the job right.

At the same time we are sensitive to the fact that some reports have come out questioning whether or not too much money has gone into administrative costs for vocational education. Here, the record of Illinois, we think, is impressive. While expanding and sometimes tripling the number of students served, we eventually reduced the number of State administrators of vocational education from 100 down to 87, so we think our record of productivity is something to note.

We do have some ideas, Chairman Perkins and members of the committee, on how the next 4 or 5 years will come out. We feel this is an especially sensitive time, and to avoid any fragmentation of planning and coordination of vocational education we are quite willing to expand our relationships with higher education. Indeed, in my previous assignment in Massachusetts, serving at the cabinet level as Secretary of Education, it was my responsibility to review the budgets and see to it that high school programs and community colleges were orchestrated, so I believe this is one of the reasons the state Board of Education invited me to come in, to make sure higher education and elementary and secondary education are working together.

We have in this State a new mechanism called the joint education committee, representing both the State board of education and the board of higher education. It was designed as a way to anticipate conflicts and resolve them ahead of time. So rather than having Congress feel it has to designate a certain percentage of funds that should go to one level or the other, we think those decisions can be made within the State, and that is why we have this planning mechanism.

Chairman **Perkins**. There is our board?

Dr. **Cronin**. No, we have two boards, but a joint committee of three members from each who must meet at least quarterly to work out some of these problems.

Chairman **Perkins**. But under the State department?

Dr. **Cronin**. Yes.

Chairman **Perkins**. The school boards?

Dr. **Cronin**. Yes, that is right, two education components, one for higher education and one for elementary and secondary education, but with a planned overlap built right in.

Chairman **Perkins**. Vocational education would be under one board?

Dr. **Cronin**. Yes, under the State board of education.

Chairman **Perkins**. And you want it to remain that way, and feel it should remain that way?

Dr. **Cronin**. We think we can plan effectively for the future of vocational education that way, especially with a built-in way to communicate.

Chairman **Perkins**. While you are on that point, that is one of the biggest issues we will be confronted with, the biggest issue in writing the bill. Because of the lack of education in some parts of the country, those with a seventh and eighth grade education are the poorest of the poor. The average education in some parts of the country is only at the sixth or seventh or eighth grade level. We want to be careful not to disturb any of those ongoing programs in the area schools that have these facilities for them, but at the same time, where you have an average education at the 13th and 14th grade level, naturally those technical community colleges, the technical schools deserve more funds. But the real squeeze is the inadequacy of the funding in Washington. If we knew that we could get funds as we try, this committee, Congressmen Simon, Hall, Blouin, and Quie, we all work together in education to get more funds, but nevertheless, we are still short of funds. I think the Federal Government should become a better partner. With that situation in mind, it would seem to me that we have to keep this formula flexible under one board at the State Department on Vocational Education. Do you agree with me?

Dr. **Cronin**. Yes, very strongly, Chairman Perkins.

Chairman **Perkins**. Any further comments?

Dr. **Cronin**. Yes. Our concern about the tendency, there has traditionally been a kind of split between labor and manpower agencies and education agencies, and here we want to work to make sure that manpower planning and education planning are marching in harmony, side by side, for greater activity.

There is a possible third split in the ranks—the responsibility for employment training programs. We will do all we can within the States to try to resolve some of these difficulties.

Another concern that we have, that I as a father of five daughters have in particular, is equal opportunities for women in vocational education. I was pleased to see a number of our schools and centers opening up a number of their programs such as printing, graphic arts, making women entitled to some of those programs.

We think that Congress has passed a number of laws already in terms of providing equality, but this has to be a concern in vocational education as well, and we are very, very sensitive to it.

Naturally, the increase in Federal funding and the dollar authorization that you recommend to your colleagues in the Congress is of great interest to us. We favor the kind of projection that is in the bill which the American Vocational Education Association has recommended that will provide the kind of quantitative and qualitative growth that we think is necessary over the next 5 years. We know that there are those who advocate increasing the number of categories within the vocational education aid bill, and this is always a concern to us. We are trying to find ways at the State level to provide for local options, for local flexibility.

We find that as we administer several dozen Federal programs, and also 32 categorical programs of our own at the State level, that we have generated hundreds and hundreds of forms. We compliment the Congress for the kind of changes made this year in title IV, which will consolidate seven programs into one and help us to reduce the bureaucracy, the redtape and the paperwork for local school systems. We urge the committee to be as creative in the area of vocational education and not have too many categories within.

At this same time we will make a strong pledge and commitment to expand career education. In fact, we now have reason to believe that 1 million schoolchildren a year are involved in career education programs.

Only recently I enrolled my four youngest children, and I have seven, just so the addition works out, my younger two daughters and two sons, in a program, and I was absolutely stunned and delighted to find out that the whole walls were covered with career education materials, with a list of the community persons, businessman, and public servants who had been in the previous year to talk to young children and in the upper grades, indicating a tremendous interest in this State in career education.

Chairman PERKINS. I am going to interrupt you again, but I will not be interrupting when we get to the questions.

I come from a little coal mining community, and when I was a child the communities around me were mining communities which were larger than my hometown, which was about 600 people at that time. We had a settlement school, the Hyman Settlement School, and they required us to commence what they termed then as "manual training" in the third grade. You told us something about it and how your own kids are doing. When I went to Washington and commenced trying to write this bill in the 1950's—which resulted in the Vocational Education Act of 1963—I had in my own mind the great knowledge that we got about the various trades, the carpenters, the masons, and when we learned how to build cabinets and dressers and things of that type and used mechanical tools in the third, fourth, fifth, and sixth grades, and would go out on the job and do some fencing and go out on the job and watched buildings being constructed, and assisting while in the seventh and eighth grades. We were required to take that training through the second year of high school, and by that time the boys, particularly—and the girls also had vocational courses, primarily homemaking and courses of that type—but when the men got to the second year of high school, they were good in mechanical drawing, and they would all go to the mining communities and send their other children, or some of their brothers and sisters would come to school and they would quit at such a young age. And we would have so many of those black lung cases. They contracted pneumoconiosis in their teens, 16, 17, and 18, because we would let them go into the mines at that time.

They acquired, though, that knowledge of carpentry and building those mining houses, acquired it there in that settlement school between the grades of 3d and 9th and 10th grades, so I know just what it means to start this practice early. It is a real difficult task. That is where more gains are made than at any other level, when a child gets into something early. You know then he makes up his mind as a general rule what he wants to do in later years because of that exposure.

I am delighted to hear you elaborate on the gains you have in vocational education in your elementary grades. I think that is something we have to consider in writing this bill.

There again, you know, we have this question of money. Sometimes I think we have our priorities all backward. Maybe with the leadership we have from this State and other States we can help to get these priorities straightened out.

I don't want to interrupt anymore, but I just could not refrain from saying that that was one of the reasons we kept on, day in and day out, until we got the 1963 bill enacted. I knew we had to have construction funds from the Federal level. I knew that this agriculture theory and home economics was a thing which was not what it should be, because we had to go in the direction of job orientation.

Now we have gone in that direction. We have a splendid program going on now throughout the country. We are here not just to tell you, but to ask you fellows how to improve it.

Dr. CRONIN. It was very informative, Mr. Chairman.

I have two other points to state briefly. One is although we accept your tribute in terms of the high level of education in Illinois, we are very much aware that that 12.1 figure is an average, and that averages out to indicate we have for everyone that completed 4 years of college someone else who barely completed the eighth grade, so we are strongly committed to improving adult literacy and adult vocational education. We think these two must be woven together just as tightly as possible to make sure that those who may have missed out on the first chance, those who went to the mines at a young age or dropped out of school, have a chance to come back.

Here is where high schools and community colleges can work together, because there are hundreds of thousands of men and women over the age of 18 who need the adult vocational education and the adult literacy programs, and those must be woven together. Here is where the Federal Government can be very, very helpful to us.

Finally, we never appreciated it at first, but the requirement that we have, in planning 1- and 5-year plans and also evaluations, to say that not all of the local school districts were enthusiastic about this requirement, but the more we look at it, the more essential we think it is that we be held accountable for the funds and justify the need for more funds, and show the taxpayers and the citizens that we have done a good job with the money we have spent.

Thank you.

Chairman **PERKINS**. You may make any comments you want to make.

Dr. **CRONIN**. Mr. Dees is with me to respond to any technical questions.

Chairman **PERKINS**. All right. Mr. Hall, you may go ahead and ask questions.

Mr. **HALL**. I yield at this time to my distinguished colleague from Illinois, Mr. Simon.

Chairman **PERKINS**. Congressman Simon.

Mr. **SIMON**. If I can first of all acknowledge the presence of Sherwood Dees who pioneered in this field long before we even heard the term "career education," he has been here longer than the State capital has been here, Mr. Chairman.

You have really contributed immensely, and we appreciate that.

Let me just ask a very general question, if I may talk to both of you. If you were a Member of Congress writing a bill, how would you try to improve the Federal input in addition to—well, I assume you favor an additional increment in money, but beyond that kind of increment, what would you do to change, if you could, the Federal input?

Dr. **CRONIN**. Well, I have made a number of suggestions. Sherwood, would you want to expand on some of the recommendations we have made?

Mr. **DEES**. First, I think there is always a temptation for change, and I would be very cautious on change. Mr. Chairman and members of the committee, there is a lot of good with the 1963 Act and the 1968 amendments. The States can do what needs to be done basically under the act today. The fact that some States have not changed is not necessarily a reflection on the act but a reflection on the State. So I would first be cautious of change.

Dr. **CRONIN**. I would simply underscore three of the points I made: That the programs in the future have to provide comparable opportunities for women as they do for men; that the adults as well as for high school or younger college-age children participate; and we certainly would be sympathetic to efforts to tighten the administration, evaluation, and planning components, because those are three of the ingredients for success in the future. If we are given the privilege of spending additional funds, we ought to be held responsible.

Mr. **Simon**. On one of those three, we have had considerable testimony from primarily some of the women's action groups, with some very harsh criticisms of vocational education as it has been carried out; that it in fact has been a male-oriented type of program.

What are you doing to balance that, to give opportunities to young women?

Dr. **Cronin**. I think these criticisms by and large are true, that in the typical school, there would be maybe three or four occupational choices for women. They are home economics, office-related occupations like bookkeeping and secretarial work, and maybe nursing or nursing assistant roles, and not too much else.

There would be as many as 20 or 30 occupations for males, including automotive and vocational agriculture and electronics and the like. I believe there are a number of those areas immediately which can be opened, and any of the engineering-related and some of the business management programs are related, so there must be open enrollment in these cases.

I expect there will be some areas like auto body repair 5 years from now that there will be very few women expressing an interest, but should they be interested, I think they ought to have the opportunity, and we have to move away from some of the sex stereotyping which has led to imbalance in participation in these occupations in the economy.

We have already begun to do it. I visited at least 10 schools where women were admitted into some of the programs. They were not told, "This is male only."

The counseling has begun to change. I think this is where career education and textbooks and materials used in the elementary level—well, my daughters still think if they want to go into medicine it is logical for them to go into nursing. The climate of the schools does not make them think that they could become doctors. I think this is unfortunate.

I think if they want to go into business they will learn how to type. The whole climate of the school, the counseling, the textbooks, the library materials have to contribute to their thinking that if they want to go into some kind of executive position that opportunity would be there for them.

Mr. **Simon**. I have no further questions, Mr. Chairman.

Mr. **Dees**. I could mention we have a part "C" contract with Dr. Joann Steiger, who is the former reserve director, National Advisory Director for Vocational Education, in relation to curriculum changes and motivation affecting job decisions for women. This is a new thrust that has great significance. We plan to implement this in the curriculum within the schools of the State.

Mr. **Simon**. I said I would not have more questions, Mr. Chairman, but let me ask this: Do the local schools need greater Federal prodding on this?

Mr. **Dees**. Well, in Illinois, the height of local autonomy and local control, I would think the effective State leadership would be much more effective than Federal prodding as such.

Dr. **Cronin**. Governor Walker 2 weeks ago signed a bill which would prohibit discrimination on the basis of sex in vocational education classes. So in terms of making certain practices illegal, we have arrived. At the same time, the kind of incentive grants that I think we are going to be applying under title VIII of the Elementary and Secondary Education Act, as amended, and the kind of small grant, I believe, that we are eligible for under vocational education to open up opportunities for women, this is extremely helpful in providing leverage and technical assistance, and this is the kind of help we need.

Chairman **PERKINS**. Mr. Blouin?

Mr. **BLOUIN**. No questions.

Mr. **HALL**. Mr. Chairman, will you yield to me?

Chairman **PERKINS**. Yes.

Mr. **HALL**. Dr. Cronin, in your statement you mention the joint committee hearing in Illinois to redress the differences between the State department of education and the board of higher education. Is this committee required by State law? Also, what issues does it deal with?

Dr. **CRONIN**. Yes, this committee is established in the statute to provide three members of the board of education, three members of the board of higher education, and then the staffs from each board come together and provide the information needed.

For example, this committee meets tomorrow, and it is a happy coincidence that vocational education will be discussed for about 6 or 7 hours, and where we will go in Illinois and how can we plan together a cooperative effort. So although it has only been in existence since the first of the year, it is mandated and must deal with issues such as vocational education, teacher certification and preparation—and that is one that involves both levels, naturally—higher education and the like, and issues of finance, research and planning. Those are the mandated subjects for that committee.

Mr. **HALL**. This seems to be our biggest difficulty, that is rectifying the difference between secondary and higher education.

Dr. **CRONIN**. Yes. We think without such a mechanism it could indeed be worse, that some colleges, in their enthusiasm to expand, could actually wind up duplicating programs, so that some of our high schools—and it was certainly a problem in Massachusetts, where we had vocational schools a mile or two away from publicly supported community colleges, and they competed.

So we are looking for mechanisms in Massachusetts to bring these two together. That will be denounced as wasteful and extravagant, and the worst thing we could have is two or three different vocational education systems each going its own way, and each coming to Congress or State legislatures and asking for a bigger share of the pie, without coordination in management and planning and very tight evaluation.

Mr. **HALL**. Thank you, Dr. Cronin. We have our problems, too. No further questions.

Chairman **PERKINS**. Any further questions from either one of you gentlemen?

I see there are none.

Let me again thank both of you, Dr. Cronin and Mr. Dees, for your assistance here in this vocational education problem. You made a wonderful presentation, and I think it has been very helpful to the committee.

Dr. CRONIN. Thank you, Mr. Chairman.

Chairman PERKINS. Our next witness is Fred Wellman, executive secretary of the Illinois Community College Board.

Mr. Wellmann, you heard the previous testimony, which should give you a good starting point.

[Prepared statement of Dr. Cronin follows:]

PREPARED STATEMENT OF DR. JOSEPH M. CRONIN, SUPERINTENDENT OF EDUCATION, ILLINOIS OFFICE OF EDUCATION

Introduction

1 The impact of Federal funds in Illinois as a result of the Vocational Education Amendments of 1968.
  (a) Increase in students enrolled.
  (b) Expansion of programs.
  (c) Development of area vocational centers.
  (d) Expanded opportunities for the handicapped, disadvantaged and post-secondary students.
  (e) State administration facts.
2 State administration of Vocational and Technical Education.
  (a) A single State agency versus multiple agencies.
  (b) Comprehensive planning and evaluation for vocational and technical education.
  (c) Cooperation between various educational agencies.
3 Education's responsibility to provide equal opportunities for women.
4 Increased Federal funding.
5 The degree of categorical funding in Federal legislation for vocational and technical education.

Summary

INTRODUCTION

I am Joseph M. Cronin, State Superintendent of Education, and I appreciate the opportunity to testify concerning the Vocational Education Amendments of 1975. I share with the State Board of Education the high priority of vocational and technical education, second only to quality integrated education.

Thought I am relatively new to Illinois, I have made it a point to find out what is going on in the classrooms and laboratories of the schools of the State. During the past winter and spring, I visited more than 1,500 classrooms and instructional stations in 40 counties, in rural as well as urban areas. I have made a special effort to visit area vocational centers as well as vocational programs within the comprehensive secondary schools. I am most pleased that Illinois has provided for training for the world within the structure of the present public school system so that there is no dual system of separate vocational schools.

I am also supportive of the excellent relationship that the Division of Vocational and Technical Education has developed with the 40 community college districts of Illinois. The Federal and State funds to support vocational and technical education through DVTE provide about 25% to the community colleges on the same basic formula as for the secondary schools. There is a spirit of cooperation between the secondary schools and the community colleges in Illinois in the area of vocational education that is unique among the States.

In Illinois, vocational and technical education covers a broad spectrum of training for the world of work. It includes training programs in over 700 public schools districts, 41 community college districts, two technical institutes and three State agencies. DVTE also administers funds under the Comprehensive Employment and Training Act (CETA) with contracts negotiated directly with 21 Prime Sponsors including the balance of the State. In addition, the Division administers funds for the CETA vocational training program for the City of Chicago which is part of the regular CETA grant.

Historically, Illinois is a State with a decentralized school system which presently numbers over 1,000 separate districts of various types—some of them are K-12, some are elementary level only, and some are secondary level only. Practically all secondary school districts do participate in the reimbursable vocational education programs.

My testimony will stress certain fundamental positions that can be applicable to the many bills introduced on changes in the Vocational Education Act. The importance of training for the world of work at a time of high unemployment—and higher youth unemployment—will be a particular challenge to the State Board of Education in using these position issues to improve and expand vocational and technical education opportunities for the youth and adults of Illinois. The State Board of Education seriously accepts the responsibility for the educational policies and quidelines for public and private schools, pre-school through grade 12, and vocational education.

1 *The impact of Federal funds in Illinois as a result of the Vocational Education Amendments of 1968.*

Illinois accepted the challenge of the Vocational Education Amendments of 1968 to improve and expand training opportunities. Students enrollment and program expansion from 1969 to the present time in Illinois marks the best example of a State willing and able to make the change from traditional vocational programs of the past for few students to a program to include many students with emphasis on meeting the needs of individuals in new and emerging occupations.

This change at the State and local district level was initiated by the development of a flexible State Plan so that vocational and technical education could be provided at the local level in different ways than in the past. Reimbursement is based upon student credits so that funds follow the students trained. Emphasis on screening students into training programs—not out of training as in the past—opened up opportunities for many thousands of students. Enrollment in approved vocational education programs increased from 165,647 in FY '69 to 580,966 in FY '74. The number of State wards in training programs conducted by State agencies—Departments of Corrections, Mental Health, and Children and Family Services—increased from zero to 9,214 in FY '74. Exhibit A indicates the enrollment by year and occupational area during this six-year period.

Exhibit A

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, PROGRAM ENROLLMENT BY OCCUPATIONAL AREA, FISCAL YEARS 1969-74

Occupational area	Fiscal year— 1969	1970	1971	1972	1973	1974
Elementary		(103, 573)	(686, 664)	(783, 835)	(471, 392)	(500, 684)
Applied biological and agricultural occupations	23, 847	23, 700	24, 292	30, 335	26, 948	29, 479
Health occupations	7, 552	7, 965	11, 438	17, 682	18, 331	19, 396
Business, marketing and management occupations	67, 706	267, 612	260, 395	254, 111	271, 918	266, 076
Personal and public service occupations	4, 617	15, 712	22, 579	49, 168	33, 922	44, 536
Industrial oriented occupations	61, 925	196, 493	190, 742	216, 010	218, 753	221, 479
Subtotal	165, 647	511, 482	509, 446	567, 307	569, 872	580, 966
State agencies			898	2, 386	4, 714	9, 214
Total			510, 344	569, 693	574, 586	590, 180

It is significant to note that enrollment increases in this period were not uniform. Personal and public service occupations increased 89.6%; Business, Marketing and Management—74.5%; Industrial Oriented—72%; Health—61%; and Applied Biological and Agricultural—19.1%. Exhibit B indicates in graph form these increases in enrollment by occupational program.

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

INCREASE IN ENROLLMENTS BY OCCUPATIONAL PROGRAM FROM FY '69 to FY '74

(Secondary - grades 9-12; Post-Secondary; and Adult)

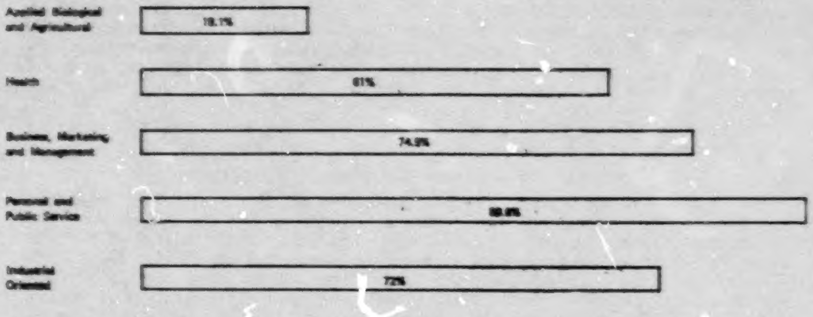


EXHIBIT B

The Federal Vocational Education Act provide leadership in promoting area vocational centers. For years, limited Federal vocational education funds were used for construction of facilities but, since 1973, the State has provided all of the funds for area vocational center construction. Area vocational centers increased from FY '69 with 14 centers, 117 school districts and 3,802 students to 26 centers, 284 school districts and 16,187 students in FY '75. Exhibit C indicates the growth of area vocational centers that marked expanded curriculum offerings for many students in Illinois.

Exhibit C

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, OPERATIONAL AREA VOCATIONAL CENTERS, FISCAL YEARS 1969-75

	Number of AVC's	Number of enrollees	Number of participating schools
1969	14	3,802	117
1970	17	5,759	175
1971	17	7,490	175
1972	21	11,484	235
1973	23	12,583	255
1974	24	14,396	268
1975	26	16,187	284

The failure to serve the disadvantaged and handicapped students in vocational education has been traditional of the program. School and community college districts are encouraged to provide additional services for such disadvantaged and handicapped persons and, at the same time, to keep them in regular training programs with other students if at all possible. In FY '69, reimbursement covered 17,067 special needs students; while in FY '74, reimbursement was made for 95,908 disadvantaged students, 19,495 handicapped students, and 9,214 persons who were wards of State agencies.

The charge is often made that Federal funds are used to pay State administrative salaries and, through doing so, replace State support. In Illinois, the Federal and State share for administration has always been 50-50. In spite of the fact that enrollment has increased many times in approved vocational and technical education programs, the total administrative staff of the Division has actually been reduced from a staff of 101 in FY '70 to 83 in FY '75.

The organizational chart of the Division of Vocational and Technical Education follows the mandate of the Vocational Education Amendments of 1968. Specific staff members are assigned the responsibility for the secondary programs and the post-secondary programs. All consultant services, program planning, evaluation, personnel and curriculum development, etc., are available for the secondary schools as well as the junior colleges.

Illinois has changed the vocational and technical education programs to meet the mandates of the Vocational Education Amendments of 1968.

2 *State administration of Vocational and Technical Education.*

(a) A single State agency should administer all State and Federal funds appropriated for vocational and technical education for the elementary and secondary schools and community colleges. Training for the world of work is a total continuing program and it must be sequential in design. One State agency should be charged with the leadership and responsibility to provide for this total program that includes both the common schools and higher education. It should be recognized that the secondary program is the foundation of the post-secondary program, and that the technical occupations of the post-secondary institutions will be even more important in the years to come.

In Illinois, there is a standing Joint Education Committee composed of three members of the State Board of Education and three members of the Board of Higher Education. This committee is responsible for developing policy on matters of mutual concern to both elementary and secondary education and higher education in areas of occupational and career education, teacher preparation, etc.

(b) Local district and Statewide planning and evaluation are necessary to provide quality programs meeting the needs of individual students. The 740 participating local districts have improved their one and five year plans to provide for input by many individuals and groups such as employers, advisory committees, teachers, etc. Community college as well as public school districts have followed the lead of vocational education to develop an educational plan for the entire district. Illinois has expended much effort, as well as funds, for the evaluation of vocational and technical education. About 75 local districts receive an on-site visit from a team composed of five to thirty people depending upon the size of the district. The Division has been very active in developing materials to assist local districts evaluate their own programs without outside assistance.

The recommendations in the evaluation report must be addressed by the local district in their plan for the following year so that there is developing a continuous cycle of planning and then the evaluation recommendations are considered in the next plan.

The new student-based Management Information System provides data to local districts to enable them to plan on the basis of local needs, follow-up of students, manpower demand, etc., rather than continuing to offer the courses of past years. The test of relevance of vocational programs is the placement of students in the occupation for which they are trained.

Though it is difficult to devise a Federal system of planning and evaluating, it should be required that each State provide in the State plan a detailed approvable system. The Illinois system of evaluation is one of evaluating the total program rather than by separate occupational areas as most States have done in the past. In Illinois, most districts use this system to add courses and programs where needed and to eliminate those not meeting the needs of the students or manpower needs of the area.

(c) Illinois has been most active and successful in enlisting the cooperation and support of educational agencies—public and private—which provide for the delivery of training services. Public districts may contact with approved private training schools, as many do in the field of cosmetology, and receive reimbursement.

Illinois is the national leader in the enrollment of over one million elementary school students in FY '75 in approved programs of occupational information with particular emphasis on a positive attitude toward work. There are over 40 additional districts participating in this program during FY '76. Since 1969, Illinois has provided reimbursement for exploration and orientation courses at a much lower level than the skill-training courses when such programs are sequential and lead to an available skill-training program.

CETA students are provided training through the public schools, community colleges and private business and vocational schools. Many of the best private business and vocational school in the National are in Illinois. More than 250 propriety schools serve the State. Local public school and community college districts are encouraged to use all local resources to provide quality programs at the lowest possible cost. Students in private and parochial schools do participate in area vocational centers and public school vocational programs while maintaining their identity with their home school.

3 *Education's responsibility to provide equal opportunities for women.*

Vocational education, like other educational programs, has tended to provide for some programs and classes for primarily one sex. It is imperative that positive action be taken to assure that every vocational and technical education class and program is available to students of both sexes. During my visits to the schools of Illinois, there was evidence that tradition was being changed in that girls were in training in occupations such as printing or auto mechanics which once admitted only boys.

The Division has contracted with Dr. Jo Ann M. Steiger, former research director of the National Council on Vocational Education, to help Illinois expand the scope of involvement of young women in occupational education. A curriculum has been developed to improve the occupational awareness of young women to broaden their career horizons in grades 7-12. The first phase of this project was curriculum development and pilot testing oriented, while a new contract will include the actual field testing in the schools. Students should be encouraged to open up their own thinking as to what occupations might be appropriate for them. Materials dealing with the history, achievements and current status of women and the issue of sexual equality will be acquired and available to school districts.

4 *Increased Federal Funding.*

It is necessary that Federal funds be increased for vocational and technical education. It is just as necessary that State and local funds be increased also. State funds have been increased in Illinois by approximately two million dollars for FY '76.

The unprecedented increase in enrollment in comparison to the available dollars indicates that, even with greatly increased costs, the per-student support in Illinois has actually decreased. This system of categorical funding of a high cost program forces great hardship on local school and community college districts.

Illinois has increased the local operational support for vocational and technical education from $20 million in FY '69 to over $200 million in FY '75. During this time, the Federal and State support nearly doubled, but still amounts to only one-sixth of the total support.

The Federal and State support should provide a maintenance of effort per student rather than a lump sum grant. States with limited programs and few students are able to provide high financial support while States like Illinois with large enrollments require a reduced financial support per student so that local districts must make up for the additional cost of vocational education.

At a time of high unemployment—and even higher youth unemployment—it is a logocal time to increase Federal support for skill training for entrance into the world of work. We must end the present policy of large Federal authorization of funds for vocational education and the small appropriation of funds.

5 *The degrees of categorical funding in Federal legislation for vocational and technical education.*

With the great advantages of the Vocational Education Amendments of 1968, there continues to be a problem of administering the various part of the Act, particularly the line items Part F, Part H, Part G, Part C, Part D and

Part I. In addition, there is the requirement to use a minimum of funds for the disadvantaged, handicapped and post-secondary.

We favor a position that a reasonable effort be required of each State for vocational training of the disadvantaged and handicapped. We would favor combining the line items so that each State would establish its own priorities. Basically, we do not favor sub-dividing parts of the Act with a separate appropriation and separate rules for administration.

Research funds, under Parts C and D, should be administered by each State according to the requirements of the Act and to meet State priorities. Funds for personnel development, as well as for curriculum development, should be administered by each State as a part of the total program. The curriculum network, Part I, should have increased Federal financial support as there is no need for each State to develop separately curriculum materials of a costly nature.

In summary, we urge that the categorical funding for vocational education be authorized as one lump sum with minimum support required for the disadvantaged and handicapped, without further sub-dividing of the Act, and without separate appropriations and regulations for administration.

SUMMARY

1. The Vocational Education Amendments of 1968 have had a great impact in Illinois in meeting the needs of individual students as well as the manpower needs of the State. Changes in such a successful program should be made with caution and only after careful consideration. After all, there is much that is "right" with the Vocational Education Amendments of 1968.
2. A single State agency should administer all State and Federal funds appropriated for vocational and technical education for the elementary and secondary schools and community colleges.
3. Though it is difficult to devise a Federal system of planning and evaluation, it should be required that each State provide in their State Plan a detailed approvable system.
4. It is imperative that positive action be taken to assure that every vocational and technical education class and program is available to students of both sexes.
5. It is vital that Federal funds, as well as State and local funds, be increased for vocational and technical education.
6. The various separate parts of the Vocational Education Act should be combined whenever possible so that each State would establish its own priorities. A specific minimum effort to support vocational programs for the disadvantaged and handicapped should be required.

STATEMENT OF FRED L. WELLMAN, EXECUTIVE SECRETARY, ILLINOIS COMMUNITY COLLEGE BOARD, AND VICE-CHAIRMAN, NATIONAL COUNCIL OF STAFF DIRECTORS OF COMMUNITY/JUNIOR COLLEGES, ACCOMPANIED BY DR. JOHN SWALEC, ASSOCIATE SECRETARY FOR CAREER EDUCATION, STAFF OF THE ILLINOIS COMMUNITY COLLEGE BOARD

Mr. WELLMAN. Would you like me to introduce these people and begin our testimony now?

Chairman PERKINS. Yes.

Mr. WELLMAN. Mr. Chairman and Members of the Committee: I am Fred L. Wellman, executive secretary of the Illinois Community College Board and vice chairman of the National Council of State Directors of Community/Junior Colleges. With me is Dr. John Swalec, associate secretary for career education on the staff of the Illinois Community College Board.

We thank you for your invitation to appear before the subcommitte, and we wish to speak in support of H.R. 3036, the vocational and occupational education bill, which has been endorse by the American Association of Community and Junior Colleges.

BACKGROUND

In recent years the public community colleges in Illinois have responded to the occupational, vocational and technical education needs in the State. In the fall of 1968 there was a head count of 23,448 students and an FTE of 6,346 enrolled in occupational education programs. In the fall of 1974 there was a headcount of 72,692 students and an FTE of 42,204 enrolled in occupational education programs in the 48 public community colleges in Illinois. In addition, almost 40,000 students were enrolled in courses for the development and review of vocational skills within our general studies programs.

This fall—1975—we anticipate another significant increase in vocational education programs.

A wide variety of career occupational education programs are offered in the public community colleges of Illinois, including numerous curriculums and courses in business, commerce, data processing, health services, mechanical and engineering technologies, natural sciences and agriculture, and public service fields.

Chairman Perkins, I might indicate there are also several programs in coal mining technology in our schools.

Chairman PERKINS. Where do you have those? In the area where you have coal mining, in the southern part of the State?

Mr. WELLMAN. Correct.

Chairman PERKINS. I hate to interrupt, but specifically what courses do you have?

Mr. WELLMAN. We have some certification, which is short-term programs, and 2-year programs in coal mining operations and technology, and also in some maintenance programs, at Illinois Eastern Community College, Wabash Community College and Rend Lake College, between Mount Vernon and Benton.

Chairman PERKINS. You get those courses that are now being carried on in those colleges and let me compare those with the ones we have in our area, the coal-producing country, greatest in the United States.

Mr. WELLMAN. Mr. Chairman, we have been very active in that, and if we have materials, we will send them to you.

Chairman PERKINS. Drop me a letter and enumerate the courses.

Mr. WELLMAN. We will do so.

A listing of the major programs offered at each community college campus is listed on page 3 in the green information brochure attached to this testimony [in subcommittee files] that also includes additional statistical information on the system of public community colleges in Illinois.

CAREER EDUCATION

The Illinois Community College Board staff has prepared a position paper on career education. We believe that career education is an attempt to organize the education program of a person around a central theme—a career development process that prepares an individual for his productive role in society, or, more simply, the preparation of an individual for his career in life.

We believe that career education begins at an early age and continues throughout adult life. The community college is uniquely available to provide career education, including occupational, vocational, technical, and semitechnical fields designed to provide job training, retraining, and upgrading of skills to meet individual, local, and State manpower needs. A copy of the full position paper on career education prepared by the ICCB staff is attached to this testimony.

H.R. 3036

We believe that the concepts included in H.R. 3036, the new Vocational Occupational Education Act proposed by the American Association of Community and Junior Colleges, offers the best opportunity for our Nation to support the continued growth and development of career education for our citizens. The following basic concepts in H.R. 3036 are very important:

One: H.R. 3036 provides that Federal funds for postsecondary occupational education will be directed to the State agency charged with planning for all postsecondary education. Congress has already recognized the wisdom of having a coordinated and comprehensive planning mechanism for postsecondary education through the 1202 commissions established under the Higher Education Amendments of 1972. It is not feasible to provide coordinated and comprehensive planning and programs at the postsecondary level when responsibility and funding for vocational-technical education is vested in another State agency, often an agency that has primary responsibility for elementary and secondary education.

We hope that the Federal legislation can be written to permit and encourage the primary responsibility for the administration and funding of postsecondary occupational education through the State agencies that are statutorily responsible for postsecondary education. This provision would eliminate confusion and duplication, would give career education a higher prestige, would help to integrate career education into the total educational program, and would ultimately expend the services for our citzens.

I should also point out it would help eliminate the burden placed on the number of our administrators having to report to several different State agencies.

Two: H.R. 3036 provides increasing the minimum percentage for postsecondary education from 15 percent to 40 percent, and provides an equal percentage of 40 percent to be set aside for elementary and secondary education, with the remaining 20 percent to be allocated by the State to fit its needs. Some States reportedly have not been providing the required 15 percent for postsecondary education, and last year in Illinois there was a threat of losing $3 million previously allocated by the Illinois Board of Vocational Education for the community college. With the rapid growth of adult education in the community colleges and the need of adults for upgrading and retraining, the 15 percent will no longer be adequate for postsecondary education.

Three: H.R. 3036 provides for the establishment of local coordinating committees charged especially with coordinating occupational education planning with manpower planning under the Comprehensive Employment Training Act. This is very important with the growing magnitude of manpower training programs in order to coordinate the educational programs with the training programs.

Four: H.R. 3036 provides for a limitation on the expenditures of Federal funds for administration to 5 percent and providing up to 15 percent for counseling and guidance.

We understand Senator Tower's bill limits it to 5 percent for administration and 15 percent for guidance counseling, whereas 3036 I think has a 20 percent set aside for the two categories combined.

Five: H.R. 3036 increases the role and responsibilities of the State advisory councils so that they can play a greater role and help to coordinate the planning for the total vocational and occupational education programs in the State.

Six: H.R. 3036 provides for a greater role of the community college unit in the U.S. Office of Education so that it can fulfill the need of providing recommendations and services pertaining to the 2-year colleges in the Nation.

Seven: H.R. 3036 provides for combining some of the separate set-aside categories in the Vocation Act so that the State will have more flexibility in meeting local and statewide needs.

I would like to comment briefly on a couple of other points, but I should indicate in this State we, in the community colleges, particularly in the State offices, feel we have excellent support and relationships with the Illinois Board of Vocational Education, Sherwood Dees, and we think they have been fair, although in recent years budgetary limitations have placed some limits on it; but they have provided a good share of funding for the community colleges in previous years.

I would also like to indicate, I think in your questions with Superintendent Cronin at one time, Chairman Perkins, you asked him if the two boards were both combined in our State department of education. I believe he indicated they did both report to the same agency. That is not quite true. That is because the board of higher education is independent from the board of education, and Superintendent Cronin represents only the State board of education.

In closing, I would like to indicate that the Illinois Community College Board at its meeting on March 21, 1975 endorsed H.R. 3036. The National Council of State Directors of Community/Junior Colleges has also endorsed H.R. 3036. We hope that you will give the provisions of H.R. 3036 serious consideration during the deliberations of the committee in developing its plans for the provision of adequate Federal legislation for the development and funding of vocational and occupational education to serve the citizens of our Nation.

[Position statement follows:]

ILLINOIS COMMUNITY COLLEGE BOARD—PROPOSED POSITION STATEMENT ON CAREER EDUCATION

Career education is an attempt to organize the education program around a central theme—a career development process that prepared each individual for his productive role in society or, more simply, the preparation of an individual for his career in life.

Career education involves not only vocational-technical education and occupational education, but also professional education and specialized education as individuals obtain education and training for their life's work. It includes not only the plumber but the philosopher, not only the beautician but the doctor, and not only the farmer but the lawyer.

Career education begins early in life and continues throughout life. This process usually begins in elementary or primary grades where the student gains career awareness to become familiar with the fact that there are different jobs or tasks in life and that people have these jobs or tasks to earn a living and to keep their society producing needed goods and services. In the middle grades or junior high school, the student generally receives career orientation to become more familiar with different types of careers in the various societies in the world and the various requirements and rewards for these careers. In senior high school, the emphasis is placed on career exploration to obtain some basic job skills and to try out various job opportunities for earning a living, usually at a semi-skilled level. A student in a community college will normally be expected to obtain career specialization to secure the skills necessary to obtain and hold a position at the technical and skilled levels while others may obtain some basic career learning for transfer to a four-year college or university where advanced career specialization would be fulfilled for initial employment in the professions.

Career education involves not only preparation for initial employment, but also restraining or upgrading of skills to meet local, regional, state and national manpower needs. It becomes lifelong learning to maintain the knowledge and skills necessary to keep up with changes and demands of business, industry, agriculture, public services, and the professions in today's ever-changing world.

Career education involves not only "shop" classes, but any education directly or indirectly related to preparation for work. It is just as important to know how to read a contract as it is to wield a hammer, and just as important to calculate a sale as it is to repair a motor. Career education includes not only vocational courses but all "related" courses and learning experiences designed to help prepare an individual for his career.

Thus, career education, which begins at an early age and extends throughout adult and continuing education, is geared for preparing all individuals for a meaningful and productive career(s). It is designed to open the door to the many kinds of social, economic, and personal options available to individuals in our changing society. Career education promises a thorough knowledge of the real world and a chance to enter into a chosen career at any given time that a person decides to terminate his formal education process.

The requirements of career education are in harmony with the philosophical basis on which community college education has been developed. Community colleges exist to help students, regardless of their background and level of educational development, to set and to reset goals for themselves, and to enable all students through a variety of educational experiences to further develop their capabilities toward the achievement of their goals.

Illinois public community colleges are ideal vehicles and models for career education in the current mode since they embrace a combination of education for job competence along with social and personal competence. They represent democracy in higher education in that they give a full range of career choices for young people, for adults, and particularly for minority groups. Their programs are aimed at the manpower areas of greatest promise for present and future employment. They are relatively new and flexible institutions with a mission that has changed, is changing, and can change more as needed. As a result of the concern for students of all kinds, the total number of programs is very large. Typical community colleges would offer programs in twenty-five to thirty career specialties with a good spread in each of the five or six major occupational clusters identified as industrial technology, business and commerce, data processing, allied health fields, public services, and agricultural related careers.

The Illinois public community college approach professes a flexible structure ranging all the way from the teaching of simple job skills through the two-year associate degree offerings. A program to fit varying needs accompanied by a strong commitment to preparatory work integrated with skill training is one of the primary goals of these institutions.

Community colleges, increasingly, must move toward the career lattice concept which assumes a freedom of movement of students from one career to another and from one level of institution to another with full faith and credit for the formal education received at the lower level. The career lattice concept also assumes a cooperative relationship in curriculum development among the senior institutions, the community colleges, the high schools, and even the not-for-profit and proprietary institutions with whom an increasing number of contractual relationships are being effected.

It is a fundamental of the community college concept that specialized education for job competency and general education for personal and social competency are never as effective alone as they are coupled together. In career education, the worker must learn to read, write, and speak English effectively or else he may not realistically come up with an alternative mode of verbal communication.

While local educational institutions have the ultimate responsibility of implementing these programs, it is recognized by all state agencies that in order to maximize educational opportunities and the utilization of limited resources, there must be extensive cooperation, coordination, and articulation of career programs. Experience has shown that cooperation, coordination, and articulation without statewide planning and direction is a difficult task with limited expectations for success. Meaningful and constructive methods would have to be exercised to bring about any degree of success in expanding educational opportunities and maximizing the utilization of resources.

To better utilize existing statutory authority and policies, state agencies should develop and utilize leadership and communication capabilities to enhance extensive development of cooperative arrangements for program approval.

Under the State Constitution, the State of Illinois is required to provide an efficient system of high-quality, public educational institutions and services; and the State of Illinois has the primary responsibility for financing the system of public education. Thus, the State should provide the leadership and financial systems for appropriate career education programs in the community colleges. Of course, there must be some financial assistance from local and Federal tax revenue, but the State must assume its basic institutional responsibility to meet the role of the community colleges in providing career education for the citizens of the State.

Mr. WELLMAN. Thank you very much for this opportunity to offer our comments. I would be glad to respond to any questions.

Chairman PERKINS. Mr. Wellman, the basic point of your testimony is that there should be more spending for vocational education and community colleges, and a separate agency to administer these programs. Won't a separate agency lead to duplication of effort? That is a big issue, as I see it. We don't want one community college in Carl Perkins' district that does not have the facilities and just going out to have the money, and then take it away from the poor, an area school where they have really the facilities. For that reason it makes me feel we should have a real flexible formula.

Don't you think a separate agency for technical higher education, above the high school level, would lead to duplication of effort?

Mr. WELLMAN. I don't think so, Chairman Perkins, for three reasons.

First, because I think H.R. 3036 provides a means for effective coordination and supervision of this statewide in three different ways. First of all, there would be hopefully some kind of coordinating committee such as the joint education committee which Superintendent Cronin referred to, which already exists in Illinois, that could coordinate it at the State level between the two separate boards, between the elementary and secondary board and between the higher education board.

Second, H.R. 3036 provides for increasing the role for the State advisory council as they will have responsibility for looking at all aspects of vocational education to be more effective.

Third, H.R. 3036 does provide for the local coordinating council to help coordination at the local level between the community colleges, elementary and secondary schools, and area vocational schools, and even other agencies, if they are offering programs.

Chairman **Perkins**. The education varies so widely throughout the United States. I intend to work with this committee and, unless they out-vote me, do the same thing that I did back in 1963, to get yourself and a group of State people in there and all within 2 or 3 days, resolve this issue, which will mean so much to the country in the advancement of vocational education at all levels.

Now, if we had to get plenty of money for experimentation and so forth, I never thought that was wasted money, even with a little duplication. But with the funds as tight as they are presently and the Federal Government putting a squeeze on us in every way possible, we are going to have to do everything we can to pinch pennies, which we all recognize.

Mr. **Wellman**. Correct.

Chairman **Perkins**. I want you to know that this committee is your friend, and we are going to do the best thing for everybody that we can possibly do.

Mr. **Quie**?

Mr. **Quie**. I will defer to somebody else.

Chairman **Perkins**. Mr. Hall.

Mr. **Simon**. Mr. Chairman, may I interrupt?

Chairman **Perkins**. Yes.

Mr. **Simon**. Now, our schedule calls for a press conference upstairs at 9:15, and I have just got a note they are waiting for us. If Mr. Wellman wouldn't mind, if we interrupt for a few minutes, all the members of the committee are asked to join, and then we will come back.

[Whereupon, a short recess was taken.]

Chairman **Perkins**. Mr. Wellman, you may continue. I am sorry we were interrupted, but we had a news conference upstairs. We wanted to visit with the press anyway. We are delighted to have you before the committee, so continue in any way you want.

Mr. **Wellman**. I would say at this point our support for H.R. 3036, this would provide for coordinated and comprehensive planning of occupational education at the postsecondary level and would eliminate some of the duplication on planning and some confusion on administrative responsibility that currently exists.

We did list in the text before the break some of the reasons f[illegible] this, Chairman Perkins, and we will be glad to respond to any qu[illegible]tions the Committee members might have.

Chairman **Perkins**. Mr. Blouin.

Mr. **Blouin**. No questions.

Chairman **Perkins**. Mr. Quie.

Mr. **Quie**. How did you work out the mix on this Federal money available for postsecondary level? You have area vocational schools in Illinois, and then you have your community colleges. How did you make the division?

First, you made the decision of how much should go to secondary and how much to postsecondary. I thought I saw on here it was 25 percent to postsecondary in Illinois. How do you divide it?

Mr. WELLMAN. Up to the present time it was the responsibility of the State board of vocational education. In Illinois, unlike Minnesota, our area vocational schools concentrate primarily on the secondary students, so the postsecondary plans are handled by community colleges, with one exception—Southern University's Career Grade Center, that has some postsecondary programs, and their chief administrator will be on a panel later this morning to talk with you on that subject.

We do not have any postsecondary vocational schols, so it is not the problem, say, that it might be in your State.

Mr. QUIE. It sounds to me like a problem. How do these people receive their postsecondary vocational training?

Mr. WELLMAN. All through the community colleges which have been quite comprehensive, and some of our colleges have over 50 percent of their students in vocational education, and it is averaging around 40 percent.

We have a wide variety of programs and enrollments in vocational education, which is an important part of our program.

Mr. QUIE. How close are you to meeting the needs?

Have you made an estimate of the graduating seniors last year who stated a desire for postsecondary training, and how much has been made available to them?

Mr. WELLMAN. In practically every case the community college is able to provide for services. In some cases, not every community college offers every program, but we have a system of regional and statewide centers with a chargeback feature with those who want to take a program in coal mining and forestry, which is only being offered in a couple of colleges, then his home district pays tuition for him to do it.

Mr. QUIE. To what extent are students who are taking vocational training in your community college staying just in that curriculum and not getting into the liberal arts side; and to what extent do they also take liberal art courses that lead to a degree?

Mr. WELLMAN. Basically speaking, they stick with their field, and occasionally they change vocational fields. In those curriculums they pick up courses in English, math, civics, and economics. Some of them, when they complete a 2-year course or get a degree in nursing, after getting job experience, will go on to a university for some Capstone programs, as we call them in Illinois, to get a baccalaureate in that field. They have that approach through the community college which they may not have in the area vocational schools, where their work would not permit transfer.

Mr. QUIE. Suppose a secondary school student wants to take a course in welding, would he got to the community college or to one of the area vocational schools or secondary schools?

Mr. WELLMAN. They might do both. Most of the community colleges would offer the program. Frequently, the community college would contract with the high school to offer the program using the high school facilities so there is not a duplication of the facilities.

Mr. QUIE. Are there any changes expected in Illinois whereby planning for postsecondary vocational education would be done by the people within the field of postsecondary education, rather than by the State director or board of vocational education?

Mr. **Wellman.** This is one of the key problems we face and why we were trying to make our presentation to have the setup as in House bill 3036, because we thought it would help smooth out the planning for the elementary and secondary education and vocational education, and then the postsecondary education, and yet still be coordinated in an appropriate manner because of the joint education committee which Illinois established between the two State boards.

Mr. **Quie.** What has been the reaction of the other people in vocational education in response to your support of this bill, which would move the 25 percent up to 40 percent in postsecondary education?

Mr. **Wellman.** I am sure that most of them are concerned. I think that is why they are most interested in obtaining additional Federal money, so we will not take funds away from them, but the additional funds could provide the added programs in there. I am sure the administrators of high schools would be deeply concerned.

Chairman **Perkins.** If you will yield, I am wondering if you could not, Mr. Quie, writeup a formula that would permit it to be flexible according to the needs in the various States of the country, without destroying the ongoing programs of the poor and the uneducated that have dropped out with the scaricty of money. That is the thought that is in my mind, if we can write some kind of flexible formula that would permit the State department, under a well united board, to make decisions along those lines?

Mr. **Quie.** I think we need some flexibility because as we go from State to State, we find that their whole tradition and experiences are different. We have the principle of using a single agency through which we administer the program. I think it is most important that the people in postsecondary are talking with each other in planning so that one does not have a role over the other; and second, they are also talking with the secondary level so the one program sort of blends into the other, rather than living in isolation from each other.

Chairman **Perkins.** And duplication will follow.

Mr. **Quie.** Yes.

Mr. **Wellman.** We would agree with you. I think some States such as Washington, where they have a coordinating committee with three representatives of elementary and secondary and three from community colleges and three from universities serving with the coordinating council on education, helping to coordinate it at the State level, and yet leaving administration up to the three respective State forces, and you have some States like Colorado and California with heavy emphasis on postsecondary and getting the funds; like Massachusetts and New Jersey and Virginia, who are getting few funds at the postsecondary level.

Mr. **Quie.** I understand your administrative expenses are 50 percent from Federal Government and 50 percent from the State in running vocational education programs. Is my recollection correct? Is it about 50 percent?

How about in your community college boards? Is there any administrative money from the Federal Government coming to you?

Mr. WELLMAN. No. At the State board for community colleges they do not receive any Federal money for vocational education. All of that is channeled out through the community colleges where it is spent at the local level.

Mr. QUIE. So would this mean then that the Federal money used for State administration would be virtually entirely at the elementary and secondary levels rather than postsecondary, or don't I have it right? Is there another ingredient in there?

Mr. WELLMAN. Mr. Quie, we have a better person here who can answer that, the chief administrator for the State board of vocational education, which we have had in the past, and that structure changed in Illinois. They have some administrative responsibility for reviewing programs and providing funding for community colleges in addition to elementary and secondary. So some Federal funds are spent by their State agency at the present time.

Mr. QUIE. May I ask him this question:

When you have 25 percent of the vocational education money from the Federal Government going to postsecondary, do you have the same break in administrative money, or how does the break come in?

Mr. DEES. We think we spend the same general effort for the postsecondary as we do for the secondary.

According to studies, our evaluation seems effective with the postsecondary. Consultative services have not been used as much by postscondary as by the secondary.

Our structure is not subdivided into postsecondary and secondary. We serve both equally.

Our funding principle is based upon the same principle of student credit, a very complex formula, and we are one of the few States that does not reimburse on teachers' salary but on student credits. It is really based on the differential in cost of vocational education over other courses.

Mr. QUIE. Are you providing the same service in postsecondary as far as supportive services?

Mr. DEES. Yes.

Mr. SIMON. Does a 5 percent restriction on administration, administrative costs present problems?

Mr. DEES. It is no problem to the division.

Mr. WELLMAN. I should point out I think Sherwood's office provided the services needed and requested. Some of his men are helping us as consultants in East St. Louis right now on the vocational education center.

I think Sherwood is correct, probably the posteducation center had not asked for this consultative service as much as on the postsecondary.

Chairman PERKINS. Mr. Hall.

Mr. HALL. No. questions.

Chairman PERKINS. Mr. Simon, any questions?

Mr. SIMON. No further questions.

Chairman PERKINS. Excuse me, Mr. Pressler.

Mr. Pressler. Could I pass for a minute until I get my notes in order?

Chairman **Perkins.** Mr. Blouin?

Mr. Blouin. No questions.

Chairman **Perkins.** We are back to you, Mr. Pressler.

Mr. Pressler. I have one question that I wanted to ask.

Can't we achieve coordinated planning in junior colleges without fragmenting administrative responsibility through two or more agencies?

Mr. Wellman. Part of the problem is that the institutions are responsible for administration through the respective boards and through other types of programs other than vocational education, and it would coordinate it if vocational education went to the current administrative boards, the board of higher education and the State board of education. I think in Illinois it could work as you suggest through one board. We have good working relationships. In some other States, it is a real problem. I think we have been lucky because the people in Illinois wanted it to work and made it work, generally speaking.

Mr. Pressler. I guess this question goes with, or is related to, another question which involves the separation of the humanities from vocational education. To my surprise, I discovered the congressional intern program in Congress for summer college students is limited to registered university students. This past year I wanted to bring a vocational technical summer intern into my office. He was from Watertown Vocational Technical School and had been in the Army and postsecondary and was 24 years old. The Clerk of the House of Representatives said he didn't qualify for funds because he was not a registered student under the definition. All through our laws, we discriminate against vocational technical education. There is that barrier we talked a little bit about earlier. I really think that we should bring the humanities and vocational technical areas closer together. Is that part of your objective?

Mr. Wellman. That is the key essence of our proposal, so that they will be treated equally and equitably. That is correct. We feel that at the present time in some cases career education and vocational education is not included as we would like to see it in the postsecondary planning because it is handled by another agency, an agency that is primarily responsible for elementary and secondary education. By placing career education in the postsecondary planning structure and giving them that responsibility, we think it will get its fair and full shake.

Mr. Pressler. Here in Illinois you have an extensive junior college program I think?

Mr. Wellman. Yes.

Mr. Pressler. You have the requirement then of the 4-year program, and there the issues might be more clearly marked, and the answer very simple; thank you.

Mr. Wellman. I would comment we have 49 campuses with about 49,000 students in community education, so it is a large program.

Mr. Pressler. Thank you very much.

Chairman Perkins. Mr. Quie?

Mr. Quie. Is there any information available as to the results of training received by the students? In other words, I'm interested in the percentage that secure jobs in the area they were trained in. Do you have some summary of Illinois situation?

Mr. Dees. We have it for the secondary level particularly.

Mr. Wellman. We are starting at the community colleges and in the second year of an occupational student a followup study, and a preliminary draft has been prepared. We will follow them for a number of years through their jobs and see how well they will do.

Mr. Quie. Do you have a form we can look at?

Mr. Wellman. We have a preliminary draft—not with us—but we can mail it to the committee along with the materials we were going to mail on the coal mining situation.

Chairman Perkins. Thank you very much. We appreciate your testimony, and it has been helpful. We see we have problems, but we know how to get people together to work them out.

Mr. Wellman. Thank you; keep up the good work.

Chairman Perkins. Our next witnesses will be a panel:

Dr. Storme, superintendent from Marion, Inn.; Dr. J. D. Shields, superintendent from Mount Vernon, Ill., Mr. Robert Barragree, director, Indian Valley Area Vocational Center; Mr. Donald C. Kaufman, director, Grundy Area Vocational Center; Mr. Harold C. Sutter, superintendent, Morris Community High School; Mr. Robert D. Nystrom, director, Vocational Technical Education; and Mr. John E. Hutchings, director of Career Education, West Side District 129.

You and Mr. Hall can introduce this panel any way you prefer to proceed.

Mr. Simon. I was not going to ask that, but I have two letters I received from people that asked for their statements to be entered, one from Robert Campbell, Marion school system; and the other is from Milton Renaud of Illinois Central College president of the Illinois Association of Community Colleges.

Chairman Perkins. Without objection they will be inserted.

[The letters referred to follow:]

Illinois Association of
Community College
Agriculture Instructors,
August 29, 1975.

Mr. Paul Simon,
Representative of the 24th District,
Washington, D.C.

Dear Mr. Simon: My teaching schedule will not permit me to present verbal testimony at your Congressional Hearing in Springfield, Illinois. I have enclosed written testimony.

We as vocational educators have been successful, but we need help. Please find some way for the other 90% of the classroom teachers to help us. Thank you.

Sincerely,

M. L. RENAUD,
Illinois Central College,
East Peoria, Illinois.

Enclosure.

INTRODUCTION

Students in our educational system do not have equal opportunities. Most kindergartens through high schools have one major objective in their educational program * * * to prepare the student so that he can pass the college entrance exam, although we are careful not to say so. Teachers and administrators are complimented and are considered successful when a large number of their students secure high ACT scores. It is well know that only about 20% of the students who enter kindergarten will ever complete a four year curriculum. The other 80% are being forced to enter curriculums and/or courses that do not meet their needs, although we are careful to say we care about the "whole child".

Through experience, we realize that most students, and especially occupational students are deficient or handicapped in one or more of the following areas: motivation, goals, attitude, personal objectives, and general education. It is also well known that not all students fail to achieve general academic proficiency merely because of lack of talent. Too long have all students been subjected to the mass-production approach of traditional English, Mathematics, Social Studies, etc. Most teachers teach the way they were taught—by memory experiences. Only 20 to 30% of present students, are successfully motivated to succed. The other 70 to 80% are unsuccessful. While some are so unsuccessful that they become drop outs, others are enrolled in "vocational courses". Their success in these courses is hindered by their lack of fundamental abilities in reading, writing, and mathematics.

Vocational Education has never been truly successful and will probably never reach its intended goals unless some changes are made. Most of the products (students) of our educational system will be entering the world of work. Employers purchase time. Their employees must be capable of selling his time to a customer at a profit to the employer, the customer, and to the employee. Every teacher, not only Vocational-Technical teachers, must be preparing their students to be successful employees. We, as educators, are all responsible for the finished product. Every educational experience must be designed and presented in such a manner that the student can associate the experience with real life situations. It isn't enough to tell an elementary or secondary student he must learn "these facts" so that he can go on to college.

Most Vocational-Technical teachers know that the student must have a need for and must perform the skill himself before it is learned. Every teacher must help motivate every student's interest in occupational areas, and they must help the student to apply the educational fundamentals to everyday living experiences. Most students develop "grade" problems because not enough times is spent with "why"? Some elementary classes are "visiting" fire stations, turkey farms, etc. Visiting is a good educational exeprience but it isn't enough. Students must be challenged and shown how to apply classroom educational experience in Mathematics, English, etc., to these and other occupational areas.

For example, before and/or after a class visits an occupational area, a classroom mathematics educational experiencecould be more meaningful if it could be applied to these areas: Fire department—gallons of water/tank, gallons of water/minute; Grocery store—making change, 6 apples at .08 each = ——; Keystone—rods of fence/mile, feet/rod; Grain farm—pecks/bushel, miles/hr.

An instructor's most difficult assignment in any course is to motivate the student to want to learn what the instructor wants him to be able to do. I sincerely believe that students are unsuccessful in our general education courses and in some technical courses, because they are not told what they going to do, how they will do it, under what circumstances they will do it, and to what level of proficiency they will be expected to do it. Behavioral Objectives describe what the student will be able to do after he has completed the course or courses. An employee must be able to answer the question, "what can you do", by doing it.

Properly motivated students tend to develop their own Behavioral Objectives. You could say they learn in spite of the teacher. These students are successful in our educational institutions while others are said to lack talent.

Some educators believe that these written Behavioral Objectives will solve all our problems. As with other changes that have been implemented, they will also fail. Why? They will fail because the teachers developing, writing and implementing these objectives (by demand) will not have changed their own goals and/or teachers will be satisfied to have written objectives "on file". Teachers need and must secure some re-training.

Most teachers teach the way they were taught—by memory experiences. Only the adequately motivated students (20 to 30%) are willing to accept these memory exercises—two plus two equal four, i before e except after c, etc. Behavioral Objectives will not correct this antiquated method of teaching. A student may be able to perform the memorized mathematical skill successfully if it is spelled out for him (add these: 62+54; 12+08), but a large number of students cannot determine for themselves when and/or what to add to obtain the correct solution. Written Behavioral Objectives will do little to correct this deficiency.

Most teachers are failing to make educational experiences useful for the majority of the students. Why? I firmly believe that like yourself, most teachers have been enrolled in too many worthless education courses. These courses are often all theory (lecture) and are without educational learning experiences which meet the needs of future and present teachers. I have often said that I would not take another education course. However, I would enroll in a course with other agricultural mechanics instructors to develop educational experiences that can be associated to real life situations.

CONCLUSIONS

Some basic conclusions can be drawn:

1. Most students entering the world of work are poorly prepared.
2. Students have difficulty in applying the facts dictated by their teachers to real life situations.
3. Knowledge as such is of little value to the student until he incorporates it into his life behavior pattern.
4. The objectives of most general education courses which are required in kindergarten through college do not meet the needs of students—especially vocational students.
5. These objectives do not explain what is actually being done by the student in a course. They are stated as passive rather than measurable.
6. Written Behavioral Objectives are necessary in every course at every level of education.
7. Most currently used text books should be used to alleviate the fuel shortage (burned). New references must be developed to help implement real educational experiences.

PROPOSAL

One of the best ways to equalize educational opportunities and to make the best use of tax payers dollars would be to *pay* teacher's to enroll in Seminars to develop educational experiences that can be applied to occupational areas. The objectives of these workshops would be to: (Mathematics example)

(1) Develop written Behavioral Objectives.

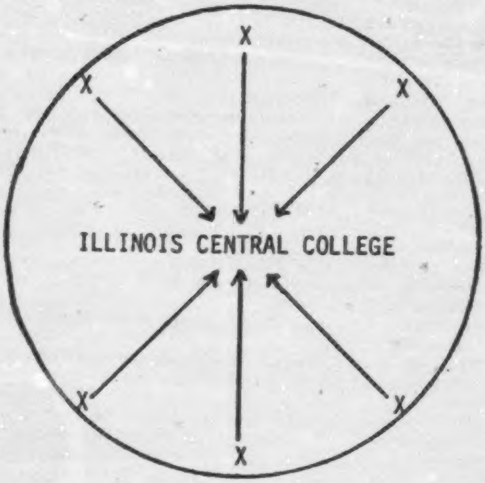
(2) Develop a master teaching plan to aid teachers in utilizing these objectives in their daily classes.

(3) Develop a series of word problems so that these learning experiences could be related to a large number of occupational areas.

Participants in these workshops (mathematics) would be responsible to develop methods and procedures for teaching students and teachers to apply daily educational experiences to common experiences of students. Some examples of these common experiences might be: eating out, shopping for a new dress, buying school supplies, going shopping, building a new home, riding a bicycle, harvesting a crop, taking vacations, participating in sports, washing dishes, repairing a bicycle or tire. These educational experiences should also be developed around vocational areas such as: nurse, butcher mechanic, sales clerk, housewife, secretary, carpenter, painter, or Caterpillar, Keystone employee. Until a student associates methematics with real life he will be unsuccessful.

Federal and/or State funds are already available for a clearly defined educational program or programs for the concentrated efforts. The funds would include costs for such items as instructional materials, facilities, and salaries (administration, instructional and substitutes for teachers if conducted during the school year.)

Illinois Central College should sponsor and conduct these one- to two-week workshops for district 514 teachers. These teachers could enroll by interest groups such as; fourth grade mathematics teachers. One or more of these fourth grade teachers from each elementary school would be invited to attend this workshop.



X -- Attendance Center (Fourth grade mathematics teachers)

Their regular classroom assignments would be performed by substitutes paid for as part of the Federal and/or State grant.

These cooperating teachers would return to their respective schools and help other teachers to utilize the new skills and techniques.

Other workshops could be conducted for a large number of educators by interest areas: Social Science, Health, Humanities, Industrial Arts, Agricultural Mechanics, English, Administrators, Principals, Guidance Counselors, Supervisors, and etc.

The one major objective of these workshops would be to equalize the educational opportunities by installing a desire and the competency in every educator to make every educational experience more accurately aligned with the real needs of our students.

MARION JUNIOR-SENIOR HIGH SCHOOL,
Marion, Illinois, September 10, 1975.

Hon. PAUL SIMON,
Carbondale, Illinois.

DEAR PAUL: I understand that you and other members of the Subcommittee on Elementary, Secondary and Vocational Education of the Education and Labor Committee of the United States House of Representatives are to meet at the State Capitol Building in Springfield, Illinois on Monday, September 15, 1975, to hear testimony concerning Vocational Education.

Please be kind enough to convey to the Subcommittee my concerns about one aspect of Vocational Education, namely the Work Experience and Career Education Program (WECEP) funded under Part G of the Vocational Education Amendments of 1968. Marion C. U. #2 School District has participated in WECEP for two years and we are pleased with the results. Twenty-three of the twenty-seven students that have been identified as potential drop-outs and participated in the program are still in school. Both attendance patterns and grade point averages of participating students have improved and we feel confident that we are making headway in the difficult to measure area of attitude.

We are able to show such good results only because of the funding provision in the program. Our district would probably be unable to offer such a program if Part G funds were unavailable. Therefore, I respectfully request that you urge your fellow committee members to vote to continue to provide financial support for Part G programs such as WECEP.

Enclosed you will find a copy of testimony I presented last fall before a hearing panel from the Illinois Office of Education, I thing the remarks presented there have direct relevance on the issue before the Subcommittee on Elementary, Secondary and Vocational Education meeting in Springfield. Please see to it that this information is made available to the Subcommitee for possible inclusion in its final report.

Cordially yours,

ROBERT H. CAMPBELL,
WECEP Coordinator.

Enclosure.

EDUCATIONAL ALTERNATIVES FOR DROP-OUTS

REMARKS PRESENTED TO THE REGIONAL HEARING COMMITTEE ON EDUCATIONAL ALTERNATIVES AT JOHN A. LOGAN COLLEGE ON NOVEMBER 12, 1974, BY ROBERT H. CAMPBELL, WECEP COORDINATOR FOR THE MARION COMMUNITY UNIT TWO SCHOOL DISTRICT, MARION, ILLINOIS

Thank you for the opportunity to appear before you today. As Coordinator of the WECEP (Work Experience and Career Exploration Program) for Marion C.U. #2 Schools, I would like to share with you some ideas about the final item on your list of announced topics for consideration, "What kind of educational program do you thing could beinstituted to continue the education of drop-outs?" I would like to modify the statement just a bit, however, and then give two sets of responses: one to the modified statement, and one to the original topic statement.

My modification to the original topic statement adds one word—potential—just before the term drop-outs. With such a modification I can offer specific recommendations based on our experiences in Marion. Ours is a locally developed program designed to prevent the 14 and 15 year old potential early school leaver from dropping out of school at 16 years of age. It has been formulated primarily for the student who is not responding to the provisions of the general curriculum and who can profit more from a differential curriculum.

The mode of intervention utilized to differentiate the curriculum is a multifaceted approach involving three separate but related components, (1) formal experience in the world of work as an integral part of the educational process for the student; (2) multiple career explorations and specific employment related instruction through related class activities on a daily basis; (3) gradual movement toward an individually prescribed learning experience by coordinating classroom activities in the traditional required curriculum with the needs of the work experience and those of the individual student.

The program began with the second semester of the 1973–74 school year at Marion Junior High School. What happened in the first four months of our WECEP program indicates the possibility of such efforts with potential drop-outs. May I review the program's objectives and the evaluation report from last spring as evidence of the potential of such a program.

Objective One: The student's attendance record for the duration of time that he is in WECEP will show a higher percentage of days in attendance at school than the comparable attendance record for the same amount of time prior to his participation in WECEP. Evaluation: Sixteen students were in the program for the last ten weeks of the second semester. In the 38 school days of that time prior to placement in WECEP they were absent for a combined total of 114½ days. In the 51 school days after their placement in WECEP they were absent for a combined total of 27½ days. Five of the sixteen students were not absent at all after placement in WECEP.

Objective Two: The student's grade point average for the duration of time that he is in WECEP will be higher than the cumulative grade point average for his exeperience prior to participation in WECEP. Evaluation: Every single student of the original sixteen involved has improved his grade point average. The increases range from .08 to 1.40 and the composite average went from 2.58 to 3.14, a gain of .56.

Objective Three: The student will complete the current academic year, and will satisfy entrance requirements and register for a regular program for the 1974–75 school year. Evaluation: All sixteen of the WECEP students completed the 1973–74 school year and all have registered for the 1974–75 school year. All were promoted to the next grade and only three of the ninth grade students had deficiencies in subjects required for high school graduation which must be made up during the remainder of their high school careers.

The general aim of Marion's WECEP program is to create an alternative envoronment in which students may experience a more relevant curriculum that will lead to the achievement of a more successful experience with school, help develop more positive attitudes toward education, and result in the ultimate completion of the secondary education program by the student. We know that we have created an alternative environment, that students are experiencing more relevance in the curriculum and that they are experiencing more success with school. We think the students are beginning to develop more positive attitudes toward education. We hope they will complete the secondary education program of the Marion Senior High School.

How can such a program be improved in the future to do a better job for for the potential drop-out. Some specific recommendations are as follows:

1. Initially, the WECEP program should be removed from the realm of its federal funding and be made a part of the state's financial effort to insure its continuation. It should continue to be jointly administered by OSPI and DVTE (Office of the Superintendent of Public Instruction and the Division of Vocational and Technical Education.)

2. OSPI and DVTE should provide more funds to be used to reimburse employers and pay a greater percentage of the wage paid to students. This will allow for more job placements in the community, give the coordinator more control over the job situation, and reduce the work demands on the students since they will not be under as much employer pressure to produce to "earn their keep." It will allow us more time to develop employability skills and, more importantly, employability attitudes in the students.

3. OSPI and DVTE should work with other state agencies to provide more job opportunities in local areas by placing such students in governmental units in those areas. I think the currently popular term is "jaw-boning." Such action would open new job placement possibilities and our experience has shown that the job placement is the single most difficult aspect of the program.

4. OSPI and DVTE should insure that once a program has received official approval for a certain funding level that it will receive that amount of money and not a pro-rated amount. The current carrot on the stick approach should be abandoned in favor of giving districts the option to choose whether or not to participate in such a program on the basis of a guaranteed amount of reimbursement. If the amount of district expenditure is known for certain prior to initiation of the program, the district can decide whether or not to participate on the basis of the program's potential benefits. Such is not now the case.

Now I would like to give my responses to the originally stated question, all of which are predicated on the idea that if WECEP is a viable program for potential drop-outs, then a similarly conducted program is a realistic alternative for actual drop-outs. Such a program for early school leavers has been available in the past through Part G funds from the Vocational Education Amendment of 1968. Thus, the recommendations are similar to those presented above for potential drop-outs.

1. Funding for an early school leaver program should be totally a state responsibility to remove the danger of losing the benefits of such a program because of the termination of federal funding.

2. An early school leaver program should be developed on the model of the WECEP program with emphasis on work experience on the job, individual counseling opportunities, and instruction based on student needs instead of arbitrary requirements for course completion.

3. School facilities and school personnel should be made available in the early morning and late evening to accommodate a full time work schedule for students and still provide them with the instructional opportunities they need and want.

4. Focus on high school graduation as an ultimate goal should be replaced with focus on developing skills and abilities that will be useful to the early school leaver G.E.D. programs as presently constituted tend to merely exchange the acquisition of one document for another instead of meeting the needs of the individual.

My remarks and recommendations have been based on the assumption that both potential and actual drop-outs can benefit from a program that blends work experiences, necessary skill development and individual concern by educators into a realistic and acceptable format for young people. There are no doubt other equally viable alternatives for establishing educational programs for continuing the education of potential and actual drop-outs. Hopefully, others testifying before this committee will explore some of those alternatives.

FOLLOWUP STUDY OF 1974 GRADUATES

[Completed December of 1974]

Occupational program	Completions	Status unknown	Employed fulltime in field trained or related field	Employed Parttime in field trained or related field	Other employment	Other employment parttime	Unemployed	Not wanting employment (ex.—married—not wanting work)	Continuing education at higher level: Related to training at GAVC	Continuing education at higher level: Unrelated to training at GAVC	Percent of students working in area trained or related field and/or continuing education at higher level in field trained
Auto mechanics	31		15		9		2		3	2	58
Building trades	19		8		9		1			1	42
Conservation	19	1			12				2	4	10
Cooperative education	27	1	10	2	7			3	3	1	48
Special education coop	2		2								100
Electricity/electronics	15		4		3				7	1	73
Farm operations	8		5						3		100
Health occupations	23		6	1	3	2		3	8		60
Secretarial/clerical	66	2	37	2	5	2		8	6	4	65
Welding	19		10		6				3		68
Total	229	4	97	5	54	4	3	14	35	13	57

	Percent
1. Percent employed full time or continuing education at higher level	87
2. Percent working part time	4
3. Percent not wanting employment	6
4. Percent unemployed	1.3
5. Status unknown	1.7
Total	100

PANEL DISCUSSION—PARTICIPATING WERE THE FOLLOWING: DR. A. C. STORME, SUPERINTENDENT, MARION, ILL.; DR. J. D. SHIELDS, SUPERINTENDENT, MOUNT VERNON, ILL.; ROBERT BARRAGREE, DIRECTOR, INDIAN VALLEY AREA VOCATIONAL CENTER; DONALD C. KAUFMAN, DIRECTOR, GRUNDY AREA VOCATIONAL CENTER; HAROLD C. SUTTER, SUPERINTENDENT, MORRIS COMMUNITY HIGH SCHOOL; ROBERT D. NYSTROM, DIRECTOR, VOCATIONAL TECHNICAL EDUCATION; AND JOHN E. HUTCHINGS, DIRECTOR OF CAREER EDUCATION, WEST SIDE DISTRICT 129

Mr. SIMON. Two of these gentlemen are from my district, obviously the two most important witnesses here.

Mr. HALL. After mine.

Mr. SIMON. Dr. Storme and Dr. Shields; we are glad to have both of them.

Mr. HALL. I didn't know I had more in than you, to get more participants on this panel, Mr. Simon, but I want to welcome the gentlemen from the 15th District, and say I personally appreciate you making this effort and taking time out to come here as part of the panel.

Chairman PERKINS. We will commence with Dr. Storme.

Dr. STORME. Thank you, Mr. Chairman.

Chairman PERKINS. First, without objection, all of your prepared statements will be inserted in the record as though you read every word of it, but if you prefer to summarize and conserve time, you have that privilege. Proceed in any manner you prefer.

STATEMENT OF DR. A. C. STORME, SUPERINTENDENT, MARION, ILL.

Dr. STORME. Thank you.

I represent the Area Vocational Center in Marion, Ill. Williamson County, Representative Simon's District, and I would like to speak to the problem of an area center in an urban, small urban-rural settings, and some of the problems that we have.

Marion had one of the first area centers in Illinois back in 1966, and one of the problems we have had is that as we promoted vocational education and have seen the enrollment grow in these past few years, we have also seen our reimbursement per pupil decrease, which meant a corresponding increase in tuition cost for the participating students.

This has come about through, on the one hand, being encouraged to promote vocational education, and at the same time not having corresponding growth in reimbursement to the school administrator. One of the most frustrating problems, at least as I see it, is trying to plan programs not knowing what type of finances you will have to finance those programs; that is, to obtain your staff and to obtain the necessary facilities that it takes to implement a program.

Our district, in a sense, had to bankroll vocational education for the many smaller communities, smaller high schools that could offer very little in vocational programs. I think, since our district had undertaken a building program and it had much better facilities, we went beyond the limits. Our district probably should have gone in providing our facilities to the neighboring districts.

When you have an assessed valuation per student ranging from $12,000 to $15,000, which is the case in our area, it makes it somewhat difficult to provide the necessary physical facilities that you have to obtain if you have to obtain the funds through bond issues, which are very difficult to pass in these days of the property tax situation.

So I would like to address that problem of sparsity of population, if you will, as being a problem for an area such as ours, in that student transportation and working out a program for the small student, or for the small school where it will be a cooperative one and one that will enable them to get their academic credit and be able to be transported for a half-a-day program in a neighboring district. So we have that particular problem.

We have seen a growth in several of our programs. We have seen a very good growth in the cooperative vocational education program.

Chairman **Perkins**. At that point, we have that same problem in eastern Kentucky, transporting secondary school children to vocational schools and the area vocational schools, and we have waiting lists of 1,200 or 1,500 that can't go, because of the inadequacy of the facilities. Do you have that problems?

Dr. **Storme**. Yes, we have that problem.

Chairman **Perkins**. What is the answer to it?

Dr. **Storme**. I think one of the answers to that problem, Mr. Chairman, is that it should be a 100-percent funding through the Federal and State Government, a building program for areas of this sort. That is because they cannot be met through local resources.

Chairman **Perkins**. Now, in situations of this kind that you are mentioning, and that I have in eastern Kentucky, if we went along with an amendment to the Vocational Education Act, as has been proposed, that would eliminate construction money from the Federal level, what would happen to an area like that and to those children?

Dr. **Storme**. If you eliminate it, then you would curtail vocational education.

Chairman **Perkins**. Would there be any level to make up for it at the State level with construction money?

Dr. **Storme**. Under present regulations, area centers qualify for 60 percent reimbursement on building programs if local districts raise the other 40 percent. That is one of the advantages of an area center as we have it in Illinois at the present time.

The point I was making earlier, to raise that other 40 percent and get cooperating districts, of which there are still over 1,000 public school districts in Illinois, is not an easy thing, and has not been easy in the past to perform. And with the property tax now being a burdensome tax, one that is not always equally distributed among communities, it has become very difficult for us at the local level to get the public to respond to this need.

Chairman **Perkins**. In this State and in your section, would the children suffer from the fact that they will not be transported to the vocational centers, the secondary children, if the Federal money—60 percent—was taken away from them?

Dr. **Storme**. Yes, I think so.

Chairman **Perkins**. Do you know of any way to pick it up at the State or local community level?

Dr. **Storme**. Well, as you alluded to earlier, the pinching of pennies, this type of thing, we are involved in that in our school districts now, trying to divert as much of our local effort to the needs of the students that we can possibly do. Of course, you have to keep in mind the needs of all students in trying to make these priorities, so it becomes a priorities problem.

Mr. **Simon**. If you will yield at that point?

Chairman **Perkins**. Yes.

Mr. **Simon**. I just want to buffer up what you had to say. He mentioned 12 to 15,000 per pupil valuation, and statewide it is $27,000. In my Congressional District, it is $9,000 below that level and Williamson County is a little below that average.

The very areas that need the help the most are the very areas that can't afford to do it on their own. That is the problem. It is just that situation.

Mr. **Pressler**. I think this is relevant to South Dakota and Iowa and elsewhere. What does Illinois demand in terms of real estate holdings; a specific formula?

Dr. **Storme**. You mean on buildings?

Mr. **Pressler**. Yes.

Dr. **Storme**. Forty percent on area centers, local.

Mr. **Pressler**. That is the demand on them on the part of the State?

Dr. **Storme**. Yes.

Chairman **Perkins**. One more question. How many vocational school buildings have you constructed under the 60 percent Federal formula within the State of Illinois?

Dr. **Storme**. I can't answer it, sir, for the State of Illinois. We have not, in our particular area, have not constructed any.

Chairman **Perkins**. I understand you have constructed 26 in the State as a whole.

Mr. **Dees**. Mr. Chairman and members of the committee, for your information, Federal funds are not used for construction of facilities in Illinois at this time. They were a few years ago. I would say 8 or 10 various center facilities were constructed with Federal funds.

Chairman **Perkins**. Denied because of limitation in using them for maintenance?

Mr. **Dees**. No, the State has taken this over and provided for construction matching, so the State fund at the present has as much available as used to be available of Federal funds, and State funds are now used to match, and all of the funds then are used for operational support, not capital outlay. But Superintendent Storme has referred to funds available, State funds through the capital development board, not Federal funds.

Chairman **Perkins**. But are you still short on construction within this State?

Mr. **Dees**. Yes, we are short, and as Superintendent Storme said, where the need is the greatest.

Chairman **Perkins**. That is where you are hurting the worst?

Mr. **Dees**. Hurting the worst; that is correct.

Mr. **Quie**. If you will yield, this is a problem of the State, though, isn't it?

Chairman **Perkins**. It is a problem of the Federal Government, too, because we provide it.

Mr. **Quie**. We provide it, and the State chooses not to use it for construction. Unfortunately they don't want to distribute it evenly across the State since some areas need it more. You have to work out the formula to meet your needs, and not the Federal Government.

Chairman **Perkins**. I agree, but the funds should be there for that purpose, is my point of view.

Mr. **Quie**. And it is.

Chairman **Perkins**. Yes, sir.

Mr. Pressler.

Mr. **Pressler**. To clarify this, the act says, "Illinois demand is 40 percent," and so forth, "consideration be given to the welfare of particular persons in the State in the economically depressed areas with high rates of unemployment," and so forth. But what I am getting at is, are some areas receiving Federal funds?

Mr. **Dees**. You mean in the building program?

Mr. **Pressler**. Yes.

Mr. **Dees**. I am not aware of it.

Dr. **Storme**. I don't know if he read the right part of the Act.

Mr. **Quie**. This is Federal law, but the State law says they have to have local money. We have done our job.

Mr. **Pressler**. The State law is a contradiction of the Federal law.

Chairman **Perkins**. They decided within this State the first priority—and there is no contradiction—is the operational aspects of vocational schools already constructed, and if they are going to build more vocational schools, the States are going to do the job, but the Federal law is still there. So they can administer it. They don't have to build the schools. There is no preemption that is being denied to the people of Illinois.

Any further questions?

Go right ahead with your testimony.

Dr. **Storme**. Mr. Chairman, I will yield to some of my colleagues here, and if there are any other questions, I will be glad to answer, and you have my statement, which covers the other points I had to make.

[The prepared statement of Dr. Storme follows:]

PREPARED STATEMENT OF DR. A. C. STORME, SUPERINTENDENT OF COMMUNITY UNIT 2 SCHOOL DISTRICT, MARION, ILL.

I want to thank the committee for this opportunity to present some views on vocational education as we have experienced it in our school district in Southern Illinois.

The Marion school district has served as administrative district for the Area Vocational Center since it was formed in 1967. Our district had been offering certain vocational courses for many years dating back to the old Smith-Huges Act. Thus, when the Area Center concept came about we were one of the first in the state to write a plan offering courses of instruction in vocational subjects to students from neighboring districts unable to provide much, if any, vocational education.

Our district is the largest unit district in Southern Illinois with about 4,300 students and covering an area of approximately 160 square miles. Our district had constructed a new high school in 1965 so our facilities were much better than most others in the area and had facilities for certain vocational education classes. We are continuing to provide the facilities since a cooperative building program for the Area Center has not been accomplished.

The area we serve is largely rural and small urban areas. Marion, the county seat of Williamson County, has a population of about 13,000. Most of the other population areas are smaller in number with several villages and towns. I mention this because I think particular problems in offering specialized vocational programs appear in this setting which are not the same as in large populated urban areas. These problems will be discussed as this testimony proceeds.

More emphasis has been placed on the development of vocational and career education in these past few years and we have seen our enrollments increase and new offerings presented to meet the needs of the students we serve. We have experienced however, reduced state and federal funding and individual tuition charges increasing. Districts have been encouraged to develop vocational education but reimbursement from the state and federal governments has been reduced. This makes it very difficult for a school district, which is serving students outside its own boundaries, to adequately plan programs and know how they will be financed. The lag on receiving funds requires a district to "bank roll" a program and then find out later that funding is only to be a certain percent of the claim. Thus, finance is one of the major problems and particular for the administrative district of a joint program such as an Area Center.

Population sparsity is an important factor to consider in a largely rural, small urban area. Schools will tend to keep their students in their home district and provide some vocational education rather than send them to area centers for half day programs. This comes about because of scheduling problems and transportation problems apparent in smaller schools. Also, since reimbursement is about the same for vocational education students in high schools as in Area Centers a district can have some few programs and leave the Area Center guessing as to just what students will be sent to the Center up to the opening of the school term. This makes it difficult to plan courses, employ staff and determine how the programs will be financed.

The problem of facilities ties in with the sparsity problem in secondary vocational education. School districts, in most instances, must go to the voters for bond referendums to build vocational centers. It is most difficult in many communities today to get bond issues passed to build elementary and high schools let alone voting bonds to build facilities in another district even though your students will be permitted to attend the school. This means it is difficult to expand vocational programs to meet the needs of the students today. If vocational education is to be expanded it seems to me that the State and Federal governments will have to provide 100% of the funds to build Centers to serve students from larger areas and plan these schools for full day programs to meet the academic and vocational needs of students. We have seen this development in the community college movement in Illinois the past few years and I can see no reason why Area vocational Centers for grades 11 and 12 could not be developed the same way. The property tax cannot provide the necessary funds anymore to do the job that need to be done. In areas such as ours where the assessed valuation behind each student (K-12) is $12,000 to $15,000 there is not a sufficient tax base to support the kind of vocational program needed to serve all students. Federal and state funding must be increased to provide the facilities and pay for the major costs of the programs offered if adequate vocational educational opportunities reach the student of the rural and small urban communities.

Regulations and guidelines under present Federal law restricts the growth of vocational education in many instances because of seperate grants and percentages that must be expended for certain types of programs. A fresh look at these regulations is needed to possibly make available funds in area of greater need. School districts need more flexibility in adapting to local situations and not be tied by regulations that are not applicable.

Cooperative Vocational Education has grown rapidly in the past several years and provides an excellent opportunity for students to get on the job experience while attending school part time. The increase in the minimum wage and the economic situation of today is making it more difficult to place students in their fields of training. A closer look at this problem should be taken to help this program survive not only for the work experience of the student but for the wages that can be earned to help pay the cost of the student education. The business community for the large part has cooperated with our educational systems but sometimes reach an economic limit in helping pay the cost of a training program.

The work-study program has also been a very valuable aid to many students but this program needs to be reevaluated to possibly make it available to more students. If CVE students who earn school credit were also eligible for payment under the work-study program it might open up many more placements for student trainees in the school district offices, cafeterias, maintenance shops, bus garages and other places of employment by the school district.

The growth of Community Colleges in Illinois the past few years has been great. Many new facilities and modern equipment have become available to post secondary students. In some areas these facilities and equipment are not used to their maximum. Rules and regulations for vocational education maximum use of facilities and there should not be competition between Area should permit a cooperative effort of all educational institutions to permit the Centers and Community Colleges in course offering, but rather a cooperative effort to meet the needs of students in gaining employable skills.

A closing statement in this testimony is for more funding for vocational education coming in advance of the school year so proper planning can take place and school administrators can more readily attempt to meet the needs of students. As long as the uncertainty of funds is real and school districts must take chances on implementing programs—some worthwhile programs will never begin.

Thank you for this opportunity to present some viewpoints to the committee.

Chairman PERKINS. Dr. Shields, superintendent, of Mount Vernon, Ill.

STATEMENT OF DR. J. D. SHIELDS, SUPERINTENDENT, MOUNT VERNON, ILL.

Dr. SHIELDS. Thank you, Mr. Chairman, gentlemen of the subcommittee.

It is my pleasure to be here this morning to present testimony concerning the existing legislation, pending legislation, and the status of vocational education and technical education in the State of Illinois.

I am the superintendent of Mount Vernon Township High School, Mount Vernon, Ill., For your information, Mount Vernon is located at the intersection of interstate 64 and 57, equidistant between Evansville, Ind., and St. Louis, Mo., so I, too, am from deep southern Illinois.

Our school district has approximately 1,825 students presently enrolled. Of these, over 1,400 of them are enrolled in some program of career education. At the present time, we serve as the administrative district for a 2-country special education cooperative which involves

31 school districts in our area. We also serve as the administrative district and provide an area secondary vocational education center for Wayne County, for Jefferson County, Washington County, and Franklin County.

At the present time we have 103 students, juniors and seniors, enrolled in our area vocational center from schools in those counties. We also have 296 of our own students from Mount Vernon High enrolled in those programs.

These programs are housed in a vocational building that was built by local funds back before the emphasis on vocational education. I think that very quickly you can determine that Mount Vernon Township High School has assumed a leadership role in education in southern Illinois, and also in the area of providing career orientation, preparation level courses for our students.

Some of the problems we have encountered along the way have been mentioned prior to this by Dr. Storme. One of these, of course, being transportation: sparsity of population, distance to travel.

Another of these not as yet mentioned is the unwillingness of local school districts to lose their autonomy, their identity. They want to keep their children at home and provide whatever level they can of vocational educational experiences for them.

This is fine. In 1962, officials from Mt. Vernon High met with State officials endorsing the concept of the area vocational center. At that time we were told that it was illegal, it could not be done. We wanted to invite the students from the three other high schools in Jefferson County to participate in our program. The Vocational Education Act of 1963 made this possible.

Later we had the idea that we could not offer all things to all people, so we decided to go out into the community and contract for instruction, for service, for facilities, in other areas. For example, beauty culture. Again, we were told this was impossible. It was against the law. Since then it has been written into the law and it is now approved, so we have been trying to think, to look at vocational education in southern Illinois and how best we can serve the needs of our young people.

Fortunately, these things have been changed. Changes do occur, like it or not.

Now we are looking at still another area of major concern to many of us. Those of us who are involved in the development of the area vocational center concept were led to believe, a long time ago, that this was the answer. That we could consolidate the efforts of many school districts into one community, into one school to provide facilities, personnel, equipment, to make available to students living within a certain radius on a central point the ability to receive this education.

Now it appears to be that it is going to be the role of the junior college of the community college that provides this function. This is fine. I am an administrator of an area center. However, in spite of the fact that we have seen a reduction in over 52 percent of our funds from 1970–71 to 1974–75, a 5-year period, a reduction of reimbursement of over 52 percent, it is fine with me. I do not believe that that is where the emphasis should be placed in the first place. I think it should be in the elementary education system and in the orientation and preparation levels. We need to start with these young people before they ever come to school. We need to concentrate our efforts and consequently we need to concentrate our dollars there.

I have argued for a long time that I personally am willing to sacrifice dollars for a Mount Vernon education vocational center if they are distributed to the youngsters in the elementary system. In some fashion, we must encourage those people in those schools to develop programs of orientation to the world of work.

One thing that I have talked about for a long time, have been able to do nothing, that is the possibility of revenue sharing. Federal revenue sharing is, of course, a very fine source of funds to the States and to many agencies throughout the community. It might be worthwhile to consider the possibility of developing a bill that would provide for Federal revenue sharing to come through the State education agency to the local school district. How to work it out, I don't know. I would be happy to devote some of my efforts to that particular task.

In looking at the three bills you have pending, 3036, 3037, and 3270, I am a guidance and counseling person by background and preparation at the master's level, which would seem to lead me to believe that 3270 would be a good one. I am somewhat prejudiced toward the secondary school, and I think anyone who knows me could attest to that fact. So that might be the reason why I am somewhat opposed to 3036, the vocational education occupational education bill. I feel that I would want to support the House Resolution 3037, the amendment and extension of the Vocational Education Act of 1963, because when one analyzes that bill, he finds that your guidance counseling, preservice, inservice, retraining of these persons, will be provided in that bill.

There is also provisions made for cooperation at the local, the State, and the Federal level.

Back to the almighty dollar, there are provisions for it from $565 million for this year to $1 million—I am sorry; correction—$1,136,000,000 by 1980; and that dollar is important but, gentlemen, again my recommendation would be that we sincerely consider where the emphasis of career education should be placed. I feel that that should emanate at the elementary level.

One other point: I cannot leave without even getting a plug in for this. We at Mt. Vernon High are in the process of asking the taxpayers of our district to vote on October 18, 1975, $975,000 to allow us to raise our share of money to go with a $1,391,000 grant of capital development board money, to create, construct, and equip a career education facility. This facility will be approximately 60,000 square feet and will be devoted almost exclusively to the orientation and preparation levels of career education, and exploration into the world of work.

Gentlemen, if you have any questions, I hope that I can respond.

[The prepared statement of Dr. Shields follows:]

PREPARED STATEMENT OF DR. J. D. SHIELDS, SUPERINTENDENT, MT. VERNON TOWNSHIP HIGH SCHOOL, MT. VERNON, ILL.

Chairman Perkins, Members of the Subcommittee on Elementary, Secondary, and Vocational Education, Ladies and Gentlemen, it is my extreme pleasure to have this opportunity to appear today to offer my reactions to the present status of career education, the present laws affecting vocational and technical education, and the pending Federal bills of the 24th Congress. Please allow me to initiate this discussion by properly identifying myself and my school district.

I am J. D. Shields, the superintendent of Mt. Vernon Township High School District #201. I graduated from Mt. Vernon High in 1944, received a Bachelor's Degree in English and Social Science from Southern Illinois University in 1953, a Master's Degree in Guidance and Counseling from the University of Illinois in 1960, and a Doctor of Philosophy Degree in Educational Administration and Supervision in 1972 from Southern Illinois University. I have spent 10 years as an English teacher and football and basketball coach, four years as guidance director, and the past eight years as superintendent at Mt. Vernon High.

Mt Vernon Township High School is a dual-high school district that covers 252 square miles and receives its students from 10 separate elementary school districts. Mt. Vernon is a community of approximately 20,000 people located at the intersection of Interstate 64 and Interstate 57 equidistant on a line midway between Evansville, Indiana, and St. Louis, Missouri. The school has 102 teachers and 1825 students. Approximately eight percent of the students are black. Mt. Vernon High has been integrated since it began in 1905.

Of the 1825 students over 1400 of them are presently enrolled in at least one career education program. The curriculum of Mt. Vernon High offers 165 courses of instruction plus a comprehensive Special Education curriculum to the students. Of these 165 courses, 82 of them are career education programs designed to help the student identify their role in the world of work. In accordance with the provisions of the Vocational Education Act of 1963, the amendments of 1968, and subsequent legislation, programs are available in the areas of art, agriculture, business, health, home economics, and trade and industrial occupations. Some of the more unique programs offered are Amateur Radio, Aerospace Education, Data Processing, Computer Education, Ornamental Horticulture, and Orientation to the World of Work. The district provides seven different cooperative work experience programs in the regular curriculum and one cooperative work experience program for Special Education.

Mt. Vernon High serves as the administrative district for a two-county Special Education Cooperative involving thirty-one school districts. Mt. Vernon High also serves as the administrative district and provides an area vocational center for junior and senior students in Wayne City High in Wayne County, Sesser and Christopher High in Franklin County, Okawville in Washington, and Webber, Woodlawn, and Waltonville High in Jefferson County. This year we have 103 students from these schools involved in vocational and technical education programs in the area vocational center. Mt. Vernon High has 296 juniors and seniors enrolled in the area center. We have approximately 150 students in the cooperative work experience programs.

The first area secondary vocational education center was approved in Chicago on September 1, 1965. The second one was approved on January 12, 1966, at Sterling. On may 25, 1966, the third approval was given for area centers at Mt. Vernon, Decatur, Springfield, and East Moline. I think one can determine from this brief description of Mt. Vernon High that this school district has exhibited a leadership role in education in Southern Illinois and has been and plans to continue to be vitally concerned with career education and the preparation of its students for their next step toward entry into the world of work.

Too often too many of us in education are inclined to ignore the fact that eventually each one of us must work for a living. In elementary and secondary education we must cause our students to become aware of the job opportunities that lie ahead of them, provide ample oportunities for these students to examine and explore these fields, develop environments within which the students can initiate their preparation in various areas of work, and, at least, encourage these students to obtain a minimal marketable skill by the time they terminate their secondary education. Approximately 50% of the jobs that have developed and will develop during the 1970s will require training beyond high school but below the four-year degree programs. We must strive to cause these young people to accept the value of preparing themselves for a job—the value and dignity of work.

Far too many of our young people are unemployed or underemployed. The secondary school drop-out rate is much too high. Many of these drop-outs are really push-outs. We have been so busy preparing our children for college that we have lost sight of the fact that maybe our children are not properly equipped—mentally, physically, socially—for college. Let us examine our elementary and secondary educational systems carefully. In our own school system, are we guilty of turning the students off, of pushing them out of education long before they are ready to leave?

In 1971 the National Advisory Council on Vocational Education reported that it knew of very few school systems that had more vocational education classes than were reimbursed by the state government for partial or total cost. The Advisory Council stated that most school districts will expand the number of general and college prep classes they offer to meet the needs of the students. These same districts will expand programs in career education only if the government pays at least a partial cost. Thank Heavens, Mt. Vernon High is not that type of school district. We are trying to serve the needs of our students with or without special subsidies from the State or Federal governments. We believe that every one should have the opportunity to prepare himself for the job of his choice within the limits of his own abilities.

We are presently involved in preparing for a bond referendum on October 18, 1975, to ask the taxpayers to provide $975,000.00 to construct a Career Education Center. We have received a State Capital Development Board construction grant for this project in the amount of $1.491.761.43 toward the approved maximum cost of $2,378,067.00. If the taxpayers approve, we plan to construct a two-level 60,000 square feet building on the existing campus to provide career education orientation and preparation programs primarily to our freshmen and sophomores. We intent to have this building.

Some of the programs to be housed in this building include auto, power mechanics, drafting, electricity, metal, wood, art careers, agriculture careers, child care, interior decorating, clothing, food, graphic arts, health careers, and orientation to the world of work. This building will be one of the first, if not the first, of its kind in the State of Illinois.

There have been problems along the way in the development of vocational and technical education at Mt. Vernon High. The local taxpayers have been very supportive. The problems have been at the State and Federal levels of involvement. In 1962–63 local school officials proposed to the State officials the concept of an area vocational center for all four high schools in Jefferson County. The State officials said that it was illegal to even consider and that it was prohibited by the Federal laws on Vocational Education. The Vocational Education Act of 1963 approved this concept of vocational education. Mt. Vernon High was one of the first area vocational centers approved by the State.

Local school officials proposed entering into a contract with a private agency to provide specialized training in a field not available at the local school —in this case, cosmetology. The State officials said it could not be done. Now this concept has been written into the law and many such contracts exist.

The Mt. Vernon High School officials were encouraged to develop an area vocational center with the statement being made by the State Director of Vocational Education that the area centers would receive top priority in funding now and in the future. All school districts within a 25 mile radius of the area centers were to be a part of that center and should participate in the area center. Local small district joint agreements outside the center would be discouraged. Certain guidelines for approval of work experience programs in school districts were to be followed. The vocational and technical education needs of the students were to be met either in their home schools or in the area vocational centers. Community colleges, technical schools, and universities were to serve the needs of post-secondary age youth. We have tried, almost in vain, to comply with the ever-chaniging rules and regulations. We have fought for survival in the clutches of the bureaucracy. We seem to be either too far ahead for our own good or behind the times.

Now, programs have been approved for the area community colleges to provide alternative education programs for high school drop-outs, high school equivalency diploma programs for early high school leavers, vocational education training programs for high school students who are still in high school. In other words, it appears to me that everyone wants to do the job that high schools and area vocational centers should be doing or, at least, given the opportunity to be doing.

Perhaps the area vocational center at the high school level should be wiped out entirely. Perhaps the concept was not practical in the first place. Local joint agreements and cooperatives among two small districts are now approved and funded. Each district develops its own work experience program without apparent direction or purpose from the State level. The area community colleges are now in the process of being approved to perform the function originally assigned to the area secondary vocational center. Slowly the all-mighty dollar is being eroded away from the area center. In 1970–71 we received $92,655.00 reimbursement for our area vocational center and $69,268.00 for our regular high school vocational program. In 1974–75 we received $44,173.00 reimbursement for our area vocational center and $73,297.00 for our regular high school vocational program. The cost of area vocational education has not decreased anywhere near 52 percent in the past five years. Governor Walker has reduced the budget for funding vocational education to 90%, pending possible override by the legislators, for 1975–76. Finally, reimbursement is historically behind the times. We must develop school budgets based on unknowns.

Mr. Perkins, you and your fellow Congressmen have three major bills pending at this time. They are the following: H.R. 3270 to provide for career guidance and counseling plans and programs for State and local educational agencies. This bill provides for preservice training and inservice training of guidance personnel, paraprofessionals, and support personnel. H.R. 3037 to amend and extend the Vocational Education Act of 1963. This bill appears to be a very comprehensive program which encompasses the provisions of H.R. 3270 as well as much more. It also increases Federal funding of vocational education from $565 million a year to $1,136,600,000 by fiscal year 1980 and for each year thereafter. H.R. 3036 to amend the Vocational Education of 1963 to improve the administration of post-secondary vocational education programs. This bill would divide the State grants into two parts—one for secondary vocational education programs and the other for post-secondary occupational education programs for high school graduates or dropouts 18 years of age and older. Only 25% of the funds for secondary vocational programs would be designated for area centers.

Even though Mt. Vernon High has an area vocational center, I do not object to restricting the money available to the area centers. I feel much more emphasis and consequently many more dollars must be expended at the elementary and preparation levels of career education. I do encourage the State and/or Federal levels of government to consider very carefully the role of the area secondary center. If the concept is valid, let us develop it with direction and singleness of purpose. If the area junior colleges are to assume this function of secondary education, let us abolish the area secondary center concept.

Of the three bills pending—H.R. 3036, 3037, and 3270—I personally prefer H.R. 3037. It appears to be comprehensive; it provides for career guidance and counseling plans and the necessary training of personnel for these plans; it provides opportunity for involvement at the local, State, and Federal levels; and it provides necessary funding.

One other idea for this committee to consider is possibly introducing a bill to provide Federal revenue sharing directly to the State Offices of Education for distribution to the local educational agencies. Our tax base at the local level has been reduced drastically through legislation. Revenue sharing based on student enrollments at all levels of public education might be worthy of consideration.

Chairman **Perkins**. Dr. Shields, let me ask you two questions. First, why have you been cut back 52 percent in State funding?

Dr. **Shields**. I cannot answer that, other than the fact that in these past 5 years, there have been many, many more youngsters throughout the State of Illinois, other school districts participating in vocational education.

Chairman **Perkins**. This has occurred since 1971?

Dr. **Shields**. Yes, it has. Our enrollments have increased many time, and the emphasis has been removed from the vocational centers, as far as I personally am concerned. It has been placed on the interagency cooperatives—I am sorry, not interagencies, but interschool cooperatives, the small school districts, isolated, have been permitted to join together in cooperative efforts and to provide various kinds of vocational and technical education to their students.

I am not opposed to this. I am opposed to the possible lack of direction on how we are going to solve the problem of vocational education.

Chairman **Perkins**. Well, in further answering my first question, has this cutback of 52 percent affected the quality of vocational training in your particular area schools?

Dr. **Shields**. No, sir, it has not. The quality of our instruction has improved. Our programs have expanded.

Chairman **Perkins**. A second question: How would you prepare to resolve the conflicts you described between the programs being offered in your area vocational schools and those being offered in your local community colleges? Now more specifically along those lines, we would like your opinion.

Your testimony is very pointed and you are a very clear spoken individual, so go ahead.

Dr. **Shields**. Thank you, Mr. Chairman.

What we have tried to do at Mt. Vernon, and we are 15 miles from Reno Lake College; Reno Lake College is an outgrowth of the Mt. Vernon Community College that we started in 1956. In 1967, the voters of 14 high school districts, voting approximately 7 to 1 in favor, developed Reno Lake College. Reno Lake College stayed on our campus for 3 years until 1970. It was very cozy, very crowded, but we made do. Then they moved on to their campus, and since that time we have tried to cooperate at all levels with Reno Lake College.

For example, in adult education, in the prior testimony the question was raised of, "If a student, a young adult, wants welding, does he go to the community college or to the high school?"

In our case, he has the opportunity for either. Our policy, the board of education of Mt. Vernon High, is very simple. If there is a need for an adult education program, Reno Lake College is given first opportunity to provide that service. If Reno Lake College chooses not to do it, if any 10 people come forth and say "We want a course of instruction," as long as we can find a qualified instructor and facility in which to house it, we provide that service. It is secondary. The Reno Lake College should take first lead in adult education. This we believe, just as I believe that students under high school graduation age should be served by the secondary schools, not by the community college, as we have ongoing.

We have also worked with the college in developing a program whereby any student who has gone through the area center and who goes to the college can provisionally not just in the academic areas as has gone on forever, it appears, but now in vocational and technical, he can have proficiency through the first year or first year of preparation at that point and move immediately into the second year or final steps of his preparation. This we feel is a major point. We have had some hangups with our colleges in getting them to cooperate with us in this matter of providing area vocational center education. Now, this has been a major hangup. We are still battling that point. But we have tried to cooperate, and I think we have been very successful in many areas. In some we have failed. But we are still trying.

Chairman **Perkins**. How do you see this division of funds?

Dr. **Shields**. I am sorry, division of funds as proposed in the 3036 bills?

Chairman **Perkins**. Yes. I believe if I understood your statement correctly, you preferred to see the funds, if they leave the area schools in the present setup, go to the elemntary schools first?

Dr. **Shields**. Yes, sir, I do. I think that that is where the emphasis should be placed.

Chairman **Perkins**. Why do you make that statement? I believe, to get even a good horseback rider, like Al Quie, his education had to begin when he was 6 or 7 or 8 years of age, or to get a good carpenter, you have to know how to drive nails and square boards when you are 8 or 9, or to get a good brick mason you have to begin when you are at an early age to square a stone.

Dr. **Shields**. That is exactly my point.

Chairman **Perkins**. You have to know how, or in the old days you had to know how to use a sledge hammer when you were 12 or 13 or 14 years of age. To do those things, and to master the art, I have always been of the opinion, the fellow that commences at an early age is just like in a sense an academic student. If he gets the background for that subject matter at an early age, he is far ahead of the students when he goes to postsecondary education.

But we have these money problems. I agree with you, we ought to start at an early school age with exposing the youngsters to career education. That may happen sometime, but with limited funds you are stating the preference of going to elementary grade 9 instead of going to junior colleges and giving them more money?

Dr. **Shields**. I am saying more money, that is true, because at the present time the elementary school children are being given very, very limited funds. When you give them more money, you can double their money and it would still cost very little; you double the area center or the junior college and it will cost you a whole lot.

No, I am not saying that all moneys should be given to the elementary system and to the 9th and 10th graders, but I am saying they should be given a more equitable share to originate, to develop, to gather, to compile the types of materials and the kinds of equipment and manpower they need to introduce these youngsters to the idea of what it is like ahead of them to have a job.

When I was a child, before I went to school, there were four boys in the family, I was the girl, and my mother took me into the kitchen and showed me how to iron and wash and cook and to keep house. To this day, I still can do it, and I am very proud of it, and my three boys are also learning how to do those things. I think this is very important.

In Mt. Vernon High, again, we are very proud of the fact that we did not have to have title IX come along and tell us what to do. We had girls in auto mechanics, and we have girls in drafting, and we have boys in home economics, and we have coeducational physical education classes—and this didn't happen just this year.

Chairman PERKINS. Let me frame a question the other way. If you were to summarize our situation in one quick sentence, give us the shortcomings, the outstanding shortcomings in vocational training today, and—this is a leading question—would it be that you would feel that more funds should go to the elementary grades to expose the youngsters?

Dr. SHIELDS. I think I have said this before, that I do feel that more moneys are needed. Now I am not connected with any elementary system, but I do have 10 elementary systems underlying Mt. Vernon High, and I know, in those 10 school systems, only one has money where it can do something about developing career education in the kindergarten through the eighth grade level. Several others of these districts are very, very close to bankruptcy and are in very dire straits, and they have to establish their priorities. and unfortunately. sometimes establishing priorities with board members becomes no easy task.

When you say "We should spend *x* number of dollars for career exploration or orientation," they said "No, we are going to buy textbooks because our kids are going to read and write."

That is fine. They can read and write while learning about work. because they are all tied together.

So this is a problem of one of the areas of Illinois.

Chairman PERKINS. Mr. Quie.

Mr. QUIE. I don't know if I understand this. Did you say in your Mt. Vernon area vocational schools there were 296 students from the Mt. Vernon area itself?

Dr. SHIELDS. From Mt. Vernon High School.

Mr. QUIE. And 103 from the other counties?

Dr. SHIELDS. Yes, that is correct.

Mr. QUIE. I gather that is a very small percentage of the total number of graduates. or rather high school students from all other high schools, as compared to Mt. Vernon?

Dr. SHIELDS. Let me see if I can give you some idea as to size. In some of these schools we are talking of 115 total enrollment. 145, 175. and I think that one of the largest is about 350 total enrollment in grades 9 through 12. In these six schools. it is 103 students.

Also, you need to realize in these three schools practically each one has a cooperative work experience program. whereby these students can go part of the day and go out and earn money and earn credit.

The travel situation and scheduling situation is another problem. in fitting your schedule to the other schools and meeting the buses. using the same buses to transport them to and from, and then from their own school on to their home.

So this enrollment. this year. is the first time it has ever gone over 100. We feel we reached a milestone in attracting 100 students from these other six schools.

Mr. QUIE. What is the size of Mt. Vernon?

Dr. SHIELDS. Mt. Vernon is 1,825, so we have 300 out of 1,825 enrolled in programs in the area vocational center.

Mr. QUIE. You have 2½ times as many students in Mt. Vernon as all of the other high schools put together?

Dr. SHIELDS. Yes.

Mr. QUIE. Then the ratio is what?

Dr. SHIELDS. It is rather equitable.

Mr. QUIE. I am surprised you have that many and they have to travel that distance to Mt. Vernon. They also had I think you called it interdistrict cooperational vocation programs or something of that nature?

Dr. SHIELDS. We have seven vocational or cooperative experience training programs for our students. We have about 150 students involved in this, whereby they work part of the day and go to school for part of the day and receive credit for their classroom related credits and earn money for work experience. We have seven of these programs in existence at Mt. Vernon High.

Mr. QUIE. I don't think that is the program you talked about before. I assumed there was competition for placement in your area vocational schools. Is that right?

Dr. SHIELDS. Yes.

Mr. QUIE. And there were some other vocational programs assessed?

Dr. SHIELDS. Yes. I am sorry, I misunderstood your particular question.

There have been cooperatives developed within these schools of the district, of the area vocational center district, that is, whereby two schools might get together and enter into a joint agreement. This school will provide courses in agriculture, for example, and the other school district might provide courses in foreign language, or vice versa.

Mr. QUIE. Agriculture would be vocational and foreign languages would not be vocational.

Dr. SHIELDS. Right.

Mr. QUIE. In cooperative program, are both vocational?

Dr. SHIELDS. Yes, it could happen in that fashion, or either academic or vocational.

Mr. QUIE. Do you know how many students in your area are in that type of program?

Dr. SHIELDS. No, sir; I don't, because I am not kept posted on the emergence of these programs. I do know that some of the school districts on the perimeter are involved and are going in a direction other than Mt. Vernon for vocational education.

Mr. QUIE. You mentioned agriculture. I assume you have an agriculture program in the Mt. Vernon area school?

Dr. SHIELDS. Yes.

Mr. QUIE. So you really have a competing program operating in that interdistrict program?

Dr. SHIELDS. Yes.

Mr. QUIE. Have you done any comparative evaluation of the results of training in vocational education between the area school and your cooperative?

Dr. SHIELDS. We try not to be in competition. This has been one of the shortcomings of programs in the area center, the development of agriculture, because historically every high school in the State of Illinois has prided itself on the fact it has a good agricultural program, a good home economics program, and this was vocational education many years ago. It still is vocational education in many school districts in Illinois. So we have been very reluctant to develop courses in the tractor mechanics, programs of this nature, because these schools have what they say is a program in that area.

What we have tried to do is to go more toward the area of ornamental horticulture, or the agricultural related occupations, where we may have girls or boys working in the feed service or in the home bureau or any other kind of an agricultural related subject. Those neighboring school districts do not provide those programs, so we have tried to avoid duplication of effort.

Mr. QUIE. My last question is along the line that the chairman talked about, career education in the elementary schools. I agree with the necessity of bringing understanding to the child earlier than we are doing. The question facing the committee is whether we should have a career education program, or whether it should continue as a concept.

Now, I personally prefer to see it continue as a concept, because I am afraid if you have a career education program it will tend to be vocational education at the elementary level, while career education is more than that, as you indicated yourself; the concept of career education holds that it is important to read and write, and it is important to learn about the whole work ethic.

Dr. SHIELDS. I agree with you. Too many people have the idea when you talk about career education the first thing you have is a hammer and nail and saws. That is just one little segment of it. I believe you are correct in your assumption here. We must stay with the idea of "concept." I hope the Federal Government will not, and the State will not say "You are going to have a career education program in your elementary school systems."

I think you should give us this latitude of developing. In my particular case, I am trying to sell 10 schools on the idea of developing a career education concept in their school districts. Eventually, it will be done. But it is much easier to try to sell them on a concept than to tell them they will have a program. Too many of our programs have been told that "We will have them."

Mr. QUIE. You like to have the latitude; who is preventing you from having the latitude now?

Dr. SHIELDS. No one at the present time, and I hope it stays that way.

Mr. QUIE. It is a good position.

Dr. SHIELDS. Yes. As Mr. Dees said earlier, in talking about change, we have to be careful of change, and change takes a long time, but there will be change regardless.

Mr. QUIE. Thank you, Mr. Chairman.

Chairman PERKINS. Thank you very much.

Any further questions?

Mr. BLOUIN. I prefer to wait until the panel starts.

Chairman PERKINS. Mr. Pressler.

Mr. **Pressler.** I would like to touch on how your area works in terms of your local school districts. Do they each contribute a portion of a local share? How is that broken out?

Dr. **Shields.** What we tried to do is to figure the cost of the program, determine the amounts of moneys that we will receive, and we receive in the fall reimbursement on a per-credit basis of students enrolled the preceding semester. So the ending semester of last year, our first reimbursement would be based upon that. In the second semester, somewhere around March, we will receive a second check based on a prorated amount of money that might be available, and usually it is around 75 percent of what we think we might be receiving. This is based on the first semester enrollment of this year. So we pull those amounts out, and then we take the total number of students enrolled, regardless of identity, divide that into the amount of dollars of the expense of operation, and bill the participating districts times the number of students enrolled.

For example, our cost factor on a student enrolled for 2½ hours of school daily, 2½ credits toward graduation for the year, this will amount to approximately $300; very economical education.

Now, one of the problems, and this I don't know if I should say publicly or not, but I will anyway, is that we feel that our lights are going to burn, regardless of whether someone is there from Wayne City, Okawville or Mt. Vernon; our water is going to run and our bathrooms are going to be used and our custodians are going to be paid. So we do not assess all of these kinds of costs to our participating districts. It keeps the costs down to them, to this nominal sum of $300; but it creates problems at home when we start talking of salaries and all of the other problems of teachers and administrators and boards of education.

We do feel that it is money well spent, because it is still our money, that we have been paying in on taxes and spending out into the economy. And many of the districts are much less fortunate than we. We can price them out. We are not interested in pricing out a kid. We are interested in helping that youngster to get ready for his next step. That is why we have held our price down.

Chairman **Perkins.** Congressman Simon, any questions?

Mr. **Simon.** I am just going to ask as a matter of procedure that maybe we should go ahead and hear all of the witnesses and then ask questions.

Chairman **Perkins.** All right, we will go ahead.

Our next witness is Mr. Robert Barragree, director of the Indian Valley Vocational Center.

STATEMENT OF ROBERT BARRAGREE, DIRECTOR, INDIAN VALLEY AREA VOCATIONAL CENTER

Mr. **Barragree.** I would like to thank you, Mr. Chairman and members of the subcommittee, for allowing me to speak here on my favorite subject.

Chairman **Perkins.** You can put your statement in the record and summarize it if you want to.

Mr. **Barragree.** Right.

We at Indian Valley Vocational Center are a brand new center. In fact, this is our first year of operation, and I happen to be a brand new director, being in my first year with the students. Some of the problems that the other members here might bring forward, I have not had the opportunity to experience them yet.

The one thing I would like to try to speak on here and defend is the reason I think an area vocational center is so important. We talked about community colleges and area vocational centers being in competition with one another. I personally don't believe it is true. I am not saying we need one and not the other. I think we need both. But it is my feeling somewhere between 80 and 85 percent of all the boys and girls that start as freshmen in high school this year will not receive a college education.

These young people are graduating from high school with what we call a general high school diploma, not prepared for the world of work but prepared to go on to school, but many don't want to go. I feel that the area vocational center is dedicated to training students for their first job. We are not asking students that come to us to sign a contract in blood that they are going to be say a carpenter for the rest of their life, but we are asking them to come to us and say that they think they want to be a carpenter and they think they are not going to college; and it is our dedication to train them then so they can go out in the world of work with the job level skill.

If the student prefers to leave Indian Valley Vocational Center and go to one of our four community colleges, since we have four counties in our center, then the student can go to that college. And I am working now in fact with our community colleges, and we are setting it up so that the students that leave our school can go to these schools and receive credit through what they have learned at the area center, so there is no duplication of effort there at all.

If we have to offer the same programs—we have a beginners drafting program at the area center and also a beginners drafting program at the community college level. This is not duplication, because all students don't have the opportunity to attend an area vocational center, so we must offer the beginners programs at the community college as well as the area vocational center.

We are in an area that is considered as a vacuum insofar as vocational education goes, and there are 12 community high schools that visit our school, and they are all very small. In fact, I believe the largest school has a population of 500 students. We are drawing students from these 12 schools, and their total population would be somewhere over 3,500 students at 4 years of high school.

The type of kids we want at the Indian Valley Vocational Center is, as I mentioned earlier, we are interested in the student that says "I don't think I want to go to college."

Now, we do issue credits, Carnegie credits like a regular high school, and if a student does decide to go to college he can. I can give you a past experience of one student of mine who I taught drafting, and he took my drafting program, went out in the world of work with 1 year as a draftsman, and now he is going through technology studying to be an engineer, and working his way through college by working part-time as a draftsman.

We are not saying because they go to the area center they can't go to college, but we are saying we want to see somewhere in the neighborhood of 80 percent of the high school kids today get the opportunities for vocational training.

Now, we at Indian Valley offer a variety of subjects right now, such as auto mechanics, aircraft maintenance, health occupations and so forth, and I would like to say that we have a total open-door policy. Boys and girls are invited to go into any class. We do have a couple of girls in "auto body." We have a couple of girls in "auto mechanics" and a boy in "health occupation," and several boys in "food service and preparation." So it is a total program for all kids.

We have one thing at Indian Valley I believe is the first, at least the first total program in the State of Illinois, what we call the "human resources program." This originally was intended for the handicapped student, and we are going to bring the handicapped student in from the various schools and take them through a Liberty-type testing and develop their skills and allow them a chance to go into this program. We expanded the program and are offering testing now to any student that desires it. If we have a student in our programs that we find with a deficiency in math or reading, they are referred to this room for 1 hour or 2 hours a week to help build their skills in math and reading.

As for career education, I heard this talked about quite a bit today, and I have a personal opinion on this. I think it is extremely important; however, I think we look at it wrong. Career education should start in kindergarten, but from an exploratory beginning. I am not sure if we setup career education we have to setup a hospital and a machine shop in every one of the elementary schools. I don't think the kids at that age have to have "hands-on" experience, but should be aware of what a doctor and postman does.

In most of the career education in schools today, they go visit the post office and fire department, and that is career education. I think they should be exposed to all, not just vocational education, but all types of programs they might proceed to have.

I have experienced as my main problem as a new director this one thing I would like to bring out to you. I had the opportunity, and I think it was an opportunity, to prepare an operating budget for a brand new school for this coming year. It is rather difficult to prepare a budget at any time, but I can see where it is almost impossible for myself or any other director to prepare a budget when we don't have any idea of what type of funds we are going to receive. I can set up a budget thinking we might receive 80 percent of the formula, and then we might get 70 percent. I can figure it up and then the tuition looks high, and I am afraid I make my participating schools unhappy, but I don't want to go back at the end of the year and say "We didn't get the funds we expected, so I will have to cut the school's per-student rate."

I think if it would be possible, and I am sure it is very difficult, but if these is some way for it to be possible that we, as area vocational center directors, could know in advance, maybe a year in advance, what moneys we can expect in reimbursement, we could better plan our programs and better operate them within our budget.

Mr. Chairman, I tried to keep it short. I know it is getting to be a long day. I am open to any questions.

[The prepared statement of Mr. Barragree follows:]

Prepared Statement of Robert Barragree, Director, Indian Valley Area Vocational Center

INTRODUCTION

In the last ten to fifteen years, education has placed a noticeable emphasis on its vocational programs. These vocational programs have been assigned the task of providing the individuals of our changing society with the knowledge and skill which will allow them to not only find employment and to hold it, but also to be able to meet the demands which will allow them to advance and thus gain social recognition from their abilities. In order for the vocational programs to meet these demands, it is necessary that State and Federal funds be made available to the Area Centers.

The Indian Valley Vocational Center is an area center that serves the educational needs of twelve (12) area school districts: Earlville, Hinckley-Big Rock, Leland, Newark, Paw Paw, Plano, Sandwich, Serena, Shabbona, Somonauk, Waterman, and Yorkville.

The primary goal of IVVC is to offer students from the participating schools the opportunity to learn job entry level skills in an occupation of their choice. With the help of State and Federal funding, the Area Vocational Center is able to offer to the students a more comprehensive program than can generally be offered individually by each participating school district. We at IVVC feel that we are actually an extension of our twelve participating school districts' curriculums.

The enrollment figures for IVVC, this the first year of operation, stands at 434 students. Our goal is to have approximately 600 students enrolled within three years. We at IVVC feel that our best saleman is a graduate student and, of course, at this time there are no graduates.

Indian Valley Vocational Center

Philosophy of Vocational Education

Vocational education is that part of industrial education which is concerned with the developing of specific job entry level skills which qualifies the student for employment in his chosen field.

Vocational education should be flexible within the specialized field and should be in step with the constant changes taking place in today's complex industry. It should provide the student with a background of as near actual industrial conditions as possible. The student should be confronted with problems of various degrees so that he must use his ability to reason intelligently and make proper choices and decisions.

Vocational education, in order to perform satisfactorily, must be geared so that it offers some type of training for any and all students who show a desire for a specific vocation.

Each student today has the right to choose his field of endeavor and should be given, through vocational education, the opportunity to at least pursue this endeavor and decide whether he should continue on this avenue or should look into other areas of employment.

Since the Indian Valley Vocational Center serves twelve (12) school districts it is assumed that students will enter IVVC with many different backgrounds and experiences. It will be the duty of IVVC to accept these students at their various levels of competencies and encourage them to progress to the fullest of their abilities.

COMMUNITY AND SCHOOL RESOURCES

In addition to the input from the Advisory Committees, the following additional resources were used in the development of the programs to be offered at IVVC.

1. An Occupational Survey was sent to one thousand employees which included all categories and sizes of manufacturers and businesses in the area.

This survey technique was used with the intent of stimulating and producing a more involved, aware community with the results providing answers to four questions: (a) How adequate is the local labor supply of skilled workers for jobs that require no college training; (b) The estimated average number on the payroll this year, and new job trends; (c) The employment needs for a five-year projection into the future; (d) Whether employers would hire the handicapped if they were trained with a job entry level skill.

Other pertinent survey questions were asked regarding adult education, in-plant training programs, and the continuity between recommended vocational programs and industry.

2. A comprehensive student interest survey was given to all sophomores and seniors of the twelve participating high schools. Data collected from this survey was used by local vocational educators and the Resource Advisory Committees in establishing program offerings and curriculum.

3. Close liaison was established with the administration and guidance personnel of Waubonsee Junior College. It is the intent of the administration of the Center and the College to coordinate and compliment their respective programs.

4. Each of the twelve participating schools local vocational advisory committees met on a regular basis with the IVVC staff to offer recommendations and direction for program coordination.

PROGRAM DESCRIPTIONS

1. *Auto Body Repair 17.0301:* Two years, five days per week, 2½ hours per day, and three units of credit per year. *Course Description:* This course provides training in refinishing motor vehicle bodies, including realignment of the chassis, reconstruction of components and repainting to restore vehicles to their original condition. Training in the use of special alignment machines is also included. *Job Opportunities:* Auto body repairman, finisher, auto body painter or frame straightener.

2. *Auto Mechanics 17.0302:* Two years, five days per week 2½ hours per day, and three units of credit per year. *Course Description:* The learning experiences are concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process of automobiles. *Job Opportunities:* Auto mechanic, small engine repair, service station attendant, auto parts salesman.

3. *Aircraft Maintenance 17.0401:* Two years, five days per week, 2½ hours per day and three units of credit per year. *Course Description:* The classroom and shop experiences are concerned with the inspection, repair, servicing, and overhauling of airplane parts, including engines, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Learning the use of technical manuals and various kinds of testing equipment is also emphasized. *Job Opportunities:* Aviations mechanic, air controller, or aircraft fabrication.

4. *Agriculture Machine Occupations 01.0300:* Two years, five days per week, 2½ hours per day, and three units of creidt per year. *Course Description:* This course is a combination of subject matter and experiences designed to develop in pupils the abilities to (1) recognize and identify the fundamental principles of selection, operation, service maintenance, repair, and safety in agricultural power—engines, electricity, and hydraulics and; (2) plan, service, assemble, adjust, operate, and repair farm machinery. Special emphasis will be placed on hydraulics and diesel. *Job Opportunities:* Farm machinery repairman, contruction equipment mechanic, field representative or implement saleman.

5. *Building Trades 17.100:* Two years, five days per week, 2½ hours per day; and three units of credit per year. *Course Description:* The building trades course is designed to teach marketable construction skills. The practical aspects of training are accomplished by constructing a home and remodeling existing structures. The student receives instruction and experience in house layout, concrete work, masonry, house framing, roofing, finish carpentry, drywall application, painting, floor covering and other related areas. Emphasized in instruction are the care and use of hand and power tools, equipment, and materials. *Job Opportunities:* Carpenter, roofer, cement mason, painter, plumber or sales representative.

6. *Machine Trades 17.2302:* Two years, five days per week, 2½ hours per day and three units of credit per year. *Class Discription:* Specialized classroom and shop experiences are concerned with all aspects of shaping metal parts. Students will receive experiences in the operations of various machine tools such as the engine lathe, milling machines, shaper, turrent lathe, drill press and power sawing. Instruction is also given in the area of measuring instruments, use of layout tools, heat treatment, and tool grinding. *Job Opportunities:* Machine tool operator, apprentice tool and die maker, machinist, or machine tool saleman.

7. *Welding and Fabrication 17.2306:* Two years, five day per week, 2½ hours per day and three units of credit per year. *Course Description:* Specialized classroom and shop experiences are concerned with all types of metal welding, brazing and flame cutting. The scope of the course includes such welding processes as: oxy-acetylene metallic arc, tig, mig,CO^2 and resistance welding. In addition, the student is given training in fabrication, welding symbols and basic welding metallurgy. *Job Opportunities:* Welder, welding technician, welding engineer, or sales representative.

8. *Graphic Arts 17.1900:* Two years, five days per week, 2½ hours per day and three units of credit per year. *Course Description:* Emphasis in the course will be directed towards three areas of study namely: printing, photography, and commercial art. The student will receive experiences in offset printing camera work, plate-making press work, binding operation and commercial art work. *Job Opportunities:* Pressman, plate-maker, photographer, commercial artist or sales representative.

9. *Electrical/Electronics 16.0107:* Two years, five days per week, 2½ hours per day and three units of credit per year. *Course Description:* Classroom and shop experiences are concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is provided in the reading, interpretation, and industrial wiring based on controlling electrical codes. The student will also be exposed to the functions of how electricity performs in a circuit, how to trouble shoot their own electronic devices and use electronic test equipment. Students also repair and build their own electronic projects. *Job Opportunities:* Appliance repairman, light and power utility worker, electric contractor, maintenance employee, electronics technician, business machine service, sales representative or computer worker.

10. *Drafting 17.1300:* Two years, five days per week, 2½ hours per day, and three units of credit per year. *Course Description:* This program is concerned with the many related segments of the drafting field as they are related to the enormous area of engineering. By combining the techniques and problems of the machine shop processes, metallurgy, production, and design of machine tool parts into one comprehensive program. The student who undertakes to solve these problems will have a superior outlook into the drafting or engineering field. *Job Opportunities:* Draftsman, detailer, checker, estimator, or sales representative.

11. *Health Occupations 07.0303:* Two years, five days per week, 2½ hours per day, and three units of credit per year. *Course Description:* This course will emphasize pre-nursing and related occupation skills through classroom and practical experience. Basic hospital skills are learned as well as body structure and function, nutrition, basic microbiology, etc. During the second year, six weeks of clinical experience will be given in the various departments of a hospital. *Job Opportunities:* Nurses Aide, X-ray technician, orderly, medical librarian, registered nurse and licensed practical nurse.

12. *Food Service and Preparation 09.0203:* Two years, five days per week, 2½ hours per day and three units of credit per year. *Course Description:* Specialized classroom and practical work experiences are concerned with the preparation and cooking of a variety of foods. Included is study of the use and care of equipment; food standards such as the selection and preparation of food and the determination of size of servings; sanitation procedures, including food handling; cooking methods such as broiling and steaming; and the preparation of special dishes such as soups, salads, garnishes, souffles, and meringues. Also specialized classroom and practical work experiences in table preparation, food handling, and serving. Instruction is provided in personal cleanliness and appearance, sanitary handling of food and equipment,

setting a table, receiving and seating guests, taking orders and interpreting the menu; carrying the tray and dishes; placing orders in the kitchen; serving procedures, making out checks; accepting money and making change for checks; and proper relations with fellow employees and customers. *Job Opportunities:* Cook, chef, dietician, hostess, manager trainee, busboy, waiter-waitress, caterer, cashier.

13. *Clothing Management, Production & Service 09.0202:* Two years, five days per week, 2½ hours per day, and three units of credit per year. *Course Description:* The classroom and laboratory experiences are concerned with all aspects of the fabrication of textiles and kindred materials. Instruction emphasizes the fabrication and repair of garments constructed of cotton, wool, synthetic fibers, or fur; white goods, such as sheets and pillowcases; and furnishings, such as slipcovers, drapes, and curtains. *Job Opportunities:* Tailor, dressmaker, upholsterer, custom drape fabrication, or sewing machine operator.

14. *Business Education (Model Office) 14.0200:* One year, five days per week, 2½ hours per day, and three units of credit. *Course Description:* This course is designed for practical application of previously learned skills and knowledge while acquiring new skills and knowledge in a simulated office environment. Students will gain experience in the areas of: receptionist, clerical, duplicating, private secretary, transcribing, addressing and mailing, business machines, stenography and accounting. *Job Opportunities:* Secretary, typist, receptionist, bookkeeper, filing clerk, stenographer, switchboard operator, business machine operator.

15. *Marketing and Management 04.0800:* One year, five days per week, 2½ hours per day, and three units of credit. *Course Description:* Through classroom and practical experience, the course will include the study of advertising, sales skills, business procedures, projects and activities related to experiences expected and realized on the job. *Job Opportunities:* Salesman, sales manager, window designer, merchandising specialist, inventory control, or buyer.

16. *Child Care Attendant 09.0201:* One year, five days per week, 2½ hours per day, and three units of credit. *Course Description:* Preparation through classroom and actual training at the Center with preschool children for various kinds of employment related to the child care centers and young children, e.g.; assisting directors of child care day centers or nursery school, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers, and transportation terminals. *Job Opportunities:* Day care center workers, child care specialist, supervisor of child care wards, child development specialist, reader.

17. *Ornamental Horticulture and Landscaping 01.0500:* One year, five days per week, 2½ hours per day, and three units of credit. *Course Description:* The student will study organized subject matter which is concerned with principles and practices involved in field of greenhouse production of flowers and the arrangement of such flowers for ornamental purposes. Also studied will be subject matter which is concerned with the principles and practices involved in locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of grounds. *Job Opportunities:* Soil conservationist, forestry, horticulturist, garden center employee, floral designer, grounds caretaker.

18. *Human Resources—Individual Development:* Two years, five days per week, 2½ hours per day, and three units of credit per year. *Course Description:* A work sample test will be administered at the Center to all incoming handicapped students and laboratory work will be given at various work stations in the Human Resource shop. After their talents and needs are assessed, a determination will be made for placement in one of the Center's programs. If, after reasonable exposure to an occupational program, the student is unable to benefit from the training, he will return to the Human Resources Individualized Development laboratory for further skill, educational and social reinforcement before assignment to a different occupational program, cooperative training or the Open Door Sheltered Workshop for training in a sheltered work environment.

SERVICES AVAILABLE IN THE HUMAN RESOURCE PROGRAM

(1) Type of Student

The student will be selected by the home school counselor and/or special education teacher. This selection process should include any student who can benefit from a manipulative testing program. Some students may be referred to the human resource laboratory by the IVVC instructors with the cooperation of the IVVC counselor and the participating school counselors.

(2) Work Sample Test

Once a potential skill has been discovered the student will be given the opportunity to develop this skill to his/her maximum capacity. The student may spend additional time in the Human Resource laboratory working on various small machine tools to develop his eye-hand coordination and then be referred to one of the many vocational programs offered at IVVC. If the human resource instructor feels, after testing, that the student is capable, the student may then be referred immediately to one of the IVVC programs.

(3) Coordinator

After the student has been placed in one of the IVVC programs the Human Resource Instructor is charged with the responsibility of coordinating the student's progress with the IVVC Vocational Instructor.

(4) Evaluation

The evaluation of the student's progress will be the responsibility of the Human Resource Instructor with the cooperation of the IVVC Vocational Instructor.

(5) Alternative

If the student fails to meet the objectives set by the Human Resource Instructor, the student may be returned to the Human resource laboratory for further testing and manipulative exercise. The student may then be referred to another vocational program.

(6) Additional Services

It is felt that in addition to the work sample testing, other testing could be made available to all participating schools on a daily fee basis such as: the GATB, the Academic Achievement Test, the Kuder Interest Test, various aptitude tests, and other such tests that would be desired.

(7) Additional Services

When the need arises, the IVVC instructors in cooperation with the IVVC Counselor, may refer students to the Human Resource laboratory for further development of math and reading skills.

DISADVANTAGED AND HANDICAPPED

Handicapped Person: A handicapped person is one who has a mental or physical handicap which prevents him from succeeding in a regular occupational program designed for a person without such a handicap.

Identification: The identification of a handicapped person, in order to meet the requirements of DVTE, must include the nature of the handicap (mentally retarded, deaf, speech impairment, visually handicapped, emotionally disturbed, crippled or other health impairments).

Disadvantaged Person: A disadvantaged student is one who has an academic, socioeconomic, cultural or other disadvantagement which prevents him from succeeding in a regular occupational program designed for a person without such a disadvantagement.

Identification: A disadvantaged person shall be identified by one or more of the following criteria: (a) Over age for grade level by at least two years: (b) Difficulty in communicating (writing or speaking); (c) Frequently absent from class without apparent cause;(d) Reading level two grades below grade placement; (e) Mathematical ability two grades below grade placement; (f) Exhibit hostile or apathetic behavior; (g) Need economic assistance to continue their educational program.

Referral Procedures: The initial identification of a disadvantaged or handicapped person is the responsibility of the participating school counselor with the help of the local special education teacher, local teachers and local administrators. Additional identification of the disadvantaged and handicapped persons will be the responsibility of the IVVC teachers, counselor, and administration.

Social and welfare agencies in the area will also be used to assist in the identification of the disadvantaged and handicapped persons. Once a person has been identified as disadvantaged or handicapped or both, the IVVC counselor should be notified immediately. The IVVC counselor will then discuss the referral with the identifying agency and inform the Area Center vocational teacher as to the needs, limitations and problems that have been identified.

Additional Services: (1) After a person has been identified as a disadvantaged or handicapped student, he may be referred to the Human Resource Center at IVVC for testing. The Philadelphia work sample testing will be utilized. Once a potential skill has been discovered, the student will be placed in a vocational program at IVVC. The Human Resource instructor will then be charged with the responsibility of coordinating the student's progress with the vocational instructor; (2) The IVVC counselor with the cooperation of the IVVC instructor, will offer individualized instruction where needed. Audio Visual equipment will be utilized when necessary; (3) Home and family conferences will be used when necessary; (4) A job placement service will be used to assist the student after graduation.

GUIDANCE

(a) *Specific Guidance Service*

The guidance services shall include activities that: (1) Identify the career needs of individuals and encourage their enrollment in the appropriate curricula; (2) Provide individuals with information which will be helpful in making a meaningful and informed career choice (occupational program); (3) Assist students while they persue their selected programs (individual and group guidance); (4) Provide placement service for students who are planning future occupational education or seeking employment.

(b) *Placement Services*

The placement program is a cooperative effort of the Guidance Counselor and instructional staff. The counselor and instructional staff are required to make continued visits to business and industry so that they may, in addition to keeping abreast with the ever changing world of work, be knowledgeable of the area job openings. The instructors and counselor will then match the available job openings and students available and make recommendations to the employers.

(c) *Follow-Up Service*

A current follow-up service of all students will be maintained in the guidance counselors office. The up-dating of these records, on a one-year; three-year; and five-year basis, will be a cooperative effort between the vocational instructors and the guidance counselor.

ADULT EDUCATION

The Indian Valley Vocational Center in cooperation with the Waubonsee Community College is in the process of organizing a complete community service program at IVVC. We have chosen to call our night program a Community Service Program rather than an Adult Education Program because we are endeavoring to offer programs for all interested persons regardless of age or educational background.

We are attempting to establish any program that is of interest to the public. These programs may be of the nature of skill training or development, apprenticeship training, refresher programs, hobby programs, or general interest programs such as parenthood, child care, first-aid, and many more. We will also offer programs, which will include such topics as cultural or recreational. Our primary goal is to serve the needs of all interested persons.

FUNDING

The Indian Valley Vocational Center is located in Sandwich, Illinois, a small rural community. Actually all twelve participating schools are small rural communities. The participating schools, as are many other schools today, are experiencing financial problems of various degrees. All schools realized that many of their students were being deprived of a vocational education, but funds were not available to establish proper vocational training for their students. The need and desire was there, but without funds it was impossible to fulfill these desires.

The community of Sandwich passed a referendum to build and equip an Area Vocational Center, which of course is now the Indian Valley Vocational Center. Even though the community of Sandwich was willing to accept the responsibility of building a new school they could not have done it alone. Without the 60% State and Federal funds, the area center would never have been completed, and the deserving students of our communities would not have had the opportunity for the finest vocational education possible. With the cooperation of City, State and Federal agencies the dream of our community has come true.

The funding procedure for building and equipping a new area vocational center has worked very well for the Indian Valley Vocational Center. We do, however, anticipate some financial problems for the future as we become an operational center.

1. It is extremely difficult, if not impossible, for an area vocational center to establish an operating budget for the forthcoming school year when there are no commitments from the State or Federal agencies as to the amount of funding that will be made available.

2. Area vocational centers, when attempting to establish an operating budget, use a reimbursement formula for anticipated funds; however, there is no guarantee that this formula will be 100% funded. (a) It would be extremely helpful in establishing a budget if the AVC's could know the availability of funds at least one year in advance.

3. There is a definite time lag in receiving funds for the operation of an area vocational center. For example, the Indian Valley Vocational Center has been in operation for four weeks (two weeks without students) without receiving funds. There are daily expenses that must be paid, i.e. utilities, supplies, etc. The monies for these expenses must be taken from the educational fund of the Administrative School District—which especially in these times, is a tremendous burden on them. (a) Advance funding should be made available to AVC's for the beginning of each school year. Advance funding rather than reimbursement funding would lessen the burden of the Administrative School District and tend to eliminate interest rates for borrowed monies.

4. Additional funding should be made available to AVC's for the follow-up and placement studies of the graduate students. It is felt that these studies are extremely important, however, they are also expensive to compile.

COMMENTS

Please bear in mind that this is the beginning of the first year of operation for the Indian Valley Vocational Center and also this is the first year that I have been the Director of an operating center. However, even as a first year Director, it appears to me that vocational centers are being penalized for being successful.

Even though area vocational centers have been a reality in the State of Illinois for only eight years, the student enrollment figures and the number of centers being built have soared. As vocational education becomes more successful and the enrollment figures continue to grow the reimbursement per student seems to decline. It is nearly impossible for local school districts to totally support the cost of an area vocational center. Additional State and Federal monies are extremely important if we are to continue being successful.

Chairman PERKINS. We will reserve the right to ask questions until after we hear the rest of the panel.

The next witness is Mr. Kaufman, director of Grundy Area Vocational Center.

STATEMENT OF DONALD C. KAUFMAN, DIRECTOR, GRUNDY AREA VOCATIONAL CENTER

Mr. KAUFMAN. Mr. Chairman, I represent an area vocational center of four high schools, enrolling approximately 2,200 students. It is in its fifth year of operation, and in the center we have 500-plus students representing nearly 50 percent of the juniors and seniors of the participating schools. We also are one of the few area centers in the State who operate an 8 through 10 career education cooperative. The members of this cooperative are the elementary schools which underlie the member schools of the center.

I, too, would like to recognize the important contributions of the Vocational Education Act of 1963. I think that it has made a complete turnabout in vocational education. I believe, however, that the legal framework within which vocational education is organized must continue to change if we are going to meet the needs of today and of the future.

I will try to address my remarks to several points that I believe need attention in the area of career and vocational education. First, career education is a concept which has come about rapidly. We didn't hear a great deal about this concept 5 years ago. Today it is on the tongue of everybody in education and very much in the community.

It has come about because people have recognized the need of youngsters today to become aware of the world of work, a world in which they are going to spend most of their adult years, and the fact that society provides very little opportunity for them to learn firsthand. I think that this has come about in the absence of great amounts of Federal or State funds, and I believe that the Federal assistance should continue to take the form, the primary form at least, of encouraging and evaluating innovative approaches to career education.

One of the problems we have in the State of Illinois, and I think in most States, is obtaining vocational teachers. A vocational teacher needs more than an academic background. Very few colleges and universities in the United States today are preparing people to teach vocational education; to teach industrial arts—yes. But to teach industrial education on a vocational basis—very few.

One of the requirements I feel is that a teacher should have a minimum of 2 years of work experience before they are graduated with a certificate to teach vocational education. We don't have much of that today.

I think that Federal assistance should be used to help universities and colleges to establish vocational education programs, and anyone responsible for hiring vocational education teachers will attest to the fact they are difficult to find—qualified people with work experience.

Another closely related area is the area of inservice training. Because there is a shortage of vocational teachers, we are required to often hire people with industrial experience only. Very little have finished college. We need inservice training to help prepare them in methods of teaching.

In addition to that, every vocational teacher should be required to continue to obtain work experience in the occupation they are going to teach; otherwise they will rapidly become obsolete in the skills they teach.

I think the investment in tax dollars today has a potential for return to the future of the country for those which are put into quality vocational programs. Now, we recognize, however, that vocational education costs more than general education for a couple of basic reasons. One is, there is an extensive need for expensive equipment and materials in building, and there is also the fact that you can only teach a certain number of students with the kind of individual and "hands-on" type of experience they need. Because of this, many high schools do not have resources to provide students with adequate vocational offerings.

I think the answer for many schools lies in a cooperative approach to education, where small schools can pool their resources to provide the training necessary. Even with the pooling, however, in the form of a cooperative where there is an area vocational center or some other type of cooperative, the cost still exceeds the ability of many school districts to provide that. What happens is that we have schools that participate in an area vocational center and send only perhaps 10 or 15 percent of the students to the center for the vocational training.

What happens is they screen the people who are most likely to succeed. They are the people who need it most. The other 20 or 25 percent of the students who need the training do not get it, simply because the school cannot afford to provide it. They are on their own for sending them to the cooperative.

American employers are not accustomed to encountering new high school graduates who have employable skills. This brings us to another thing that needs encouragement: sound placement programs for vocational graduates. It is very difficult for a 17- or 18-year-old high school graduate to go out and explain to an employer that he has skills. So, if the high school, the secondary school, whether it is a high school or an area center—they must provide a placement service, provide credentials, set up interviews for the students and help them to get into the world of work.

I think that the Federal funding policy should encourage placement programs, and perhaps make it a major component for funding.

Now, we have come to accept the concept that occupational preparation begins today with career awareness in the lower elementary grades, proceeds through orientation and exploration phases in upper elementary and lower high school years, includes occupational preparation phases in senior high school and postsecondary levels, and continues throughout life as we upgrade and retrain to meet changing needs. There are some, however, who would place the preparation phases primarily or wholly at the postsecondary level. I believe, however, there are two strong arguments for keeping and strengthening the preparation phases at the secondary level.

First, young people have the interest in and maturity level necessary to prepare for many craftsman level occupations. For them, an academic type of program holds little interest or relevancy. Many of them are going to drop out of school. We have seen this happen in our schools, that many people drop out of school before graduation, and this happens in Illinois, despite the fact that the average is 12 years of education. If we don't provide them with meaningful education at that point, they are going to terminate their education.

Second, of those who do graduate from high school, 40 to 50 percent are not going to continue their education at the postsecondary level, and statistics will point this out. Their formal education will terminate with high school graduate, and unless they have had occupational training in high school they will enter the job market with a minimum of skills.

Federal programs should continue to recognize and to support programs at all educational levels, as has been outlined throughout this statement.

These comments are a summary of my opinions based upon nearly 18 years in vocational education. I hope that they will be of use to this committee as it formulates national policy in this important field.

[The prepared statement of Donald C. Kaufman follows:]

PREPARED STATEMENT OF DONALD C. KAUFMAN, DIRECTOR OF THE GRUNDY AREA VOCATIONAL CENTER, MORRIS, ILL.

As a result of the Vocational Education Act of 1963, and its subsequent amendments, there has been a revolution in vocational education in the United States. If this revolution is to continue, if vocational education is to achieve its potential, the legal framework within which it is organized must continue to change. It must permit and encourage innovative approaches which are based upon the needs of students and their prospective employers. The remainder of my remarks will be directed to the specific measures which should be permitted and encouraged.

Career Education is taking the country by storm. Its popularity is not a result of high levels of funding, for only minimum federal and state money has been available. Rather, it is successful because educators, parents and the business community have found it a successful way to fulfill the enormous need of youngsters to become aware of the world of work, a world in which they will spend most of their adult years. By exposure to the entire spectrum of jobs, students can wisely choose an occupation, plan an educational program preparing for it and successfully enter it as a productive member of society and a fulfilled human being.

Federal assistance should continue to take the primary form of encouraging and evaluating innovative approaches to career education.

One of the great needs of vocational education at all levels is adequate teacher preparation. Few teacher preparation institutions have analyzed the attributes and competencies unique to vocational teachers. Programs must be developed which will prepare teachers with technical background, practical skills and teaching techniques specifically geared to the programs which they will teach. No person should be certified as a vocational teacher unless he has a minimum of two years of work experience in the occupation which he will teach.

Federal funds should enable and encourage colleges and universities to establish and improve vocational teacher preparation programs in accordance with these guidelines.

Closely related to teacher preparation is in-service training. Present teachers need to be up-graded, non-degreed teacher-craftsmen who teach courses where degreed teachers are unavailable, need basic pedagogical tools and well-prepared teachers need refresher programs. All vocational teachers need periodic work experience in the occupation which they teach to keep abreast of rapidly changing technology and methods. Federal programs should encourage in-service education to upgrade and maintain the quality of instruction.

Vocational education must prepare for jobs which exist today and which are expected to exist for a reasonable span of time. It must be broad enough to permit easy transfer to related occupations in the normal course of career development and as technology eliminates specific types of jobs. It must, however, avoid the pitfall of such a broad approach as to prepare students for no specific jobs. Vocational preparation must be based upon the knowledge and skills which are required for employment and promotion in a specific occupational area.

Few investments of tax dollars have the potential for the returns in future benefits to the country as those invested in quality vocational education, this despite the fact that vocational education costs more than general education. Higher costs result primarily from extensive equipment and material needs and necessarily smaller class size. Because costs are high, many schools do not have the resources to provide their students with an adequate vocational education offering.

For many schools, the answer lies in a cooperative approach to vocational education. By pooling their resources, more programs may be made available, more students served and better use made of available funds. For many schools which belong to cooperatives, however, operating funds are not sufficient to permit all who could profit from them to participate. Often a screening process to select those most able determines who will attend the cooperative. Those who most need the training are often denied access to it.

Federal programs should encourage cooperatives of schools for the purpose of providing vocational education. One of the current trends is the establishment of Area Vocational Centers. This trend should be financially supported. In addition, operating funds should be provided to insure that local costs will not be greater for vocational students than for the general student body.

American employers are not accustomed to encountering new graduates, especially at the secondary level, who have employable skills as craftsmen or semiskilled workers. Without sound placement programs, many vocational graduates will be unable to find jobs commensurate with their skills, will obtain other employment and the value of their vocational education will be diminished. School operated placement programs then, are a necessary component of every successful vocational program. I include as an attachment to this statement a copy of a follow-up study of 1974 graduates of the Grundy Area Vocational Center. These statistics, gathered six months after graduation, clearly indicate that sound vocational education coupled with an aggressive placement program can successfully place vocational graduates in the world of work.

Funding policy should recognize well operated and successful placement programs. Vocational programs which do not have placement as a major component should be denied funding or funded at a lower level.

We have come to accept the concept that occupational preparation begins today with career awareness in the lower elementary grades, proceeds through orientation and exploration phases in upper elementary and lower high school years, includes occupational preparation phases in senior high school and at post-secondary levels and continues throughout life as we upgrade and retrain to meet changing needs. There are some, however, who would place the preparation phases primarily or wholly at the post-secondary level. There are two strong arguments for keeping and strengthening the preparation phases at the secondary level. First, young people have the interest in and maturity level necessary to prepare for many craftsman level occupations. For them, an academic type of program holds little interest or relevancy. If vocational programs are not available, significant numbers will drop-out of school without job skills to benefit themselves or society. Secondly, from 40 to 50% of high school graduates do not and will not attend post-secondary institutions, even in occupational programs. Their formal education will terminate with high school graduation and unless they have had occupational training in high school will enter the job market with a minimum of skills.

Federal programs should continue to recognize and to support programs at all educational levels as has been outlined throughout this statement.

These comments are a summary of my opinions based upon nearly 18 years in vocational education. They represent what I feel to be a sound basis for funding of vocational education. I hope that they will be of use to this committee as it formulates national policy in this important field

FOLLOWUP STUDY OF 1974 GRADUATES

[Completed December of 1974]

Occupational program	Completions	Status unknown	Employed full time in field trained or related field	Employed part time in field trained or related field	Other employment	Other employment parttime	Unemployed	Not wanting employment (ex.—married—not wanting work)	Continuing education at higher level		Percent of students working in area trained or related field and/or continuing education at higher level in field trained
									Related to training at GAVC	Unrelated to training at GAVC	
Auto mechanics	31		15		9		2		3	2	58
Building trades	19		8		9		1			1	42
Conservation	19	1			12				2	4	10
Cooperative education	27	1	10	2	7			3	3	1	48
Special education co-op	2		2								100
Electricity/electronics	15		4		3				7	1	73
Farm operations	8		5						3		100
Health occupations	23		6	1	3	2		3	8		69
Secretarial/clerical	66	2	37	2	5	2		8	6	4	65
Welding	19		10		6				3		68
Total	229	4	97	5	54	4	3	14	35	13	57

	Percent
1. Percent employed full time or continuing education at higher level	87
2. Percent working part time	4
3. Percent not wanting employment	6
4. Percent unemployed	1.3
5. Status unknown	1.7
Total	100

Our next witness is the superintendent of the Morris Community High School, Mr. Harold Sutter.

STATEMENT OF HAROLD C. SUTTER, SUPERINTENDENT, MORRIS COMMUNITY HIGH SCHOOL

Mr. SUTTER. Gentlemen, thank you for this opportunity, and the situation being what it is, I will try to brief you with only one thought. That thought is based on many years of experience in administration, and this is the 21st. Ten years I have spent at secondary schools as principal and 10 years now as superintendent. My orientation is primarily secondary, and I want that made clear, as Dr. Shields and I have never discussed this situation with the elementary districts.

The thought I have primarily, Mr. Chairman, would be in reply to a question which you asked earlier about "What is the greatest single need of vocational education that we might assist with?"

My answer to that is embodied in the statement that a nation, that a community, that a school produces that which it honored. There is no question about it, we never have any shortage of qualified football coaches, you know, there is never any shortage there.

Now, skills are one thing which can be learned at any stage in life, thankfully, more efficiently in some, perhaps; but attitudes are very, very difficult to change. Not many of us stop to think that the child is exposed to worship of the verbal and abstract from the time he enters school with no real provision being made to honor the vocational technical skills. Consequently, he is oriented, or there is an effort to orient him towards something other than vocational education almost from the outset, and it is a source of constant amazement to me that American industry and technology has surmounted really a handicap which we have put in front of us.

Consequently, I would like to see incentives for intensive honoring of vocational education in terms of career orientation at the elementary level. When students come of secondary age and they are confronted with a wider program, they may make a wiser choice, and we may respond to the free choice of that individual. It is really not a free choice when he has not been given any opportunity to turn his back on to make a good choice.

I am drawn up short by our failure over and over again at the secondary level. Every time I look at our list of dropouts and try to identify a potential dropout, the most successful single program I know to prevent a dropout when we can identify him and so on is to put him in a work-study program, and those work-study programs have greater holding power and are successful for that reason.

That means to me, gentlemen, that when we face failure at the secondary level, we know enough to put those students into the world of work faster and sooner, not more slowly and later. I think that the whole postsecondary thing is an adult education issue and should be treated really quite separately from the problems and issues of the common schooling.

[The prepared statement of Mr. Sutter follows:]

PREPARED STATEMENT OF HAROLD C. SUTTER, SUPERINTENDENT, MORRIS COMMUNITY HIGH SCHOOL

It appears to me that vocational educators have taken a long time to learn some hard lessons which should not be so soon forgotten. It appears to me that those advocating H.R. 3037 are remembering those lessons and those advocating H.R. 1953 are not.

It always seems to me that those lobbying for changes in Vocational Education keep forgetting the students. The continual efforts to elevate Vocational Education to the post secondary level makes no sense in terms of the formative years of adolescence. Instead, it puts vocational education experiences so far into the future that the world of work becomes an unreal and unattainable place in the minds of adolescents.

Over the years those of us vitally interested in vocational education have concluded that it must be kept in the main stream of the basic educational effort. It has been determined that students need to look upon vocational education as a way of life. Their attitudes concerning the desirability or expectations of this way of life are formed most strongly throughout the pre-adolescence and adolescent years. Doing nothing or too little to promote this awakening of interests during those years leads to the inevitable conclusion on their part that vocational occupations are second rate choices. This underlies the contentions and complaints of a great many vocational teachers that their courses become dumping grounds.

Postsecondary programs are strengthened primarily by strong secondary programs. It is the secondary school which is broadening and heightening interests by providing varied and realistic vocational educational experiences. It does little good to divert funds to post secondary institutions at the same time the base supplying their potential customers is being weakened.

It has been my observation over the years that pump-priming of this nature is a risky business. Post secondary educational institutions must respond to the pressure of numbers only because attendance is voluntary. To simply say that given percentages of funds must be used at a given level is to say that badly needed educational funds are to be expended whether there are any disparities at a given level or not. I can't bring myself to feel that this is the best way to serve the public interest.

The concept of career education and the interest in it is long overdue. It rests squarely on the acceptance of demonstrating throughout the middle school and secondary years, particularly, that the world of work is a real, interesting, and vital place. Post secondary institutions can only reap the harvest of the interest and competencies developed in the common schools, especially at the secondary level. I strongly feel that it is in the best interest of the Junior Colleges to endorse H.R. 3037 also. My conclusions are based on many years of experience in a large, combined secondary and Junior College district, and as the superintendent of two districts with outstanding area vocational centers.

In this state adult education programs have become the responsibility of the Junior Colleges with their larger geographical and population base. While I thoroughly concur with this arrangement which permits a greater variety of services and more economic efficiency, I also know that the local population is served better and a local program grows faster when a local person administers the program. His more intimate knowledge of a given community and his strong desire to assist local patrons is a highly desirable ingredient. While I am an ardent supporter of Junior Colleges, I have to suspect that they are extending themselves too far in this instance. They do not have the capacity to reach out to students in the local communities nor the expertise to deal with the unique aspects of the secondary schools as well as their own recognized competency

with the post secondary level. Let's not turn back the clock to the time when the vital interests of vocational education reside primarily in a voluntary elective program removed psychologically and physically from the common schools of the nation. Let's not forget that, when faced with the failures of the secondary school represented by potential dropouts, we put them into work-study programs. We put them further into the world of work faster, not slower and later.

Chairman PERKINS. The last witness is Mr. Robert D. Nystrom, director of Vocational Technical Education.

Mr. HUTCHINGS. Mr. Chairman, he is not here. I am the last one listed, and I hope not the least, John Hutchings from Aurora Public Schools.

You have my written testimony, and I intended to make it relatively brief, so it would be easily read.

Chairman PERKINS. Without objection, your statement will be inserted in the record.

Mr. HUTCHINGS. Thank you.

STATEMENT OF JOHN E. HUTCHINGS, DIRECTOR OF CAREER EDUCATION, WEST SIDE DISTRICT 129

Mr. HUTCHINGS. Mr. Chairman and members of the subcommittee, the West Aurora School District is grateful to have this opportunity to present our views on vocational education in such an important hearing. The need has never been greater nor the time more significant for the United States to seriously focus on vocational and occupational education, which we feel is the most vital part of the total career education concept. The action you take toward vocational education could be, in the minds of many people, the single most important step in providing the major solutions to many of the problems facing education today.

Aurora is located some 40 miles west of Chicago in the Rock River Valley, and is comprised of some 80,000 persons. I am speaking on behalf of only the West Side schools, and we have a sister school on the East Side which is doing almost as good a job as we are, and if Mr. Nystrom were here today he would make the same comment.

In our segment, we have 10,250 elementary and secondary students currently enrolled as of the sixth day of attendance. We had 1,700 adult education enrollments in this past year, and I will get to that in a minute.

I think over a period of time, we have seen the result, as have many schools, of the educational lag. I think, in that we had a very fine college prep high school. Unfortunately, we have become larger; we have taken on more subdivisions of other communities, and we have had to gear up and have done so in the past 2½ years to become a rather diversified comprehensive high school, and we consist of over 3,000 students, grades 9 through 12.

This organization has been totally changed, as shown in the testimony. The important thing is here we have a tremendous choice of courses for students, many many of which are what we call an approved DVTE, the division of approved vocational classes. We have just about all areas of co-op type programs and have included off-campus programs where we are in one form or another providing training other than community and some under contract, such as barbering and cosmetology, and some are just a joint type venture, where we use a 1-on-1 training system. Others may be where we are using facilities with our staff member or with someone else's staff member providing the instruction. These range very far, believe me.

This past year, just completed, we had 2,337 different unduplicated head count of high school students serving in an approved vocational course or courses out of some 3,000. I think if you compute it out, that is about 75 percent of our student body enrolled in one or more approved occupational classes. A year ago, with a slightly larger enrollment, we were running about 69 percent.

We are in the second year of an adult education program, and this is in cosponsorship with our local community college, and I think you will hear from Dr. Etheredge a little later. This program is jointly administered, jointly planned, and jointly shared to one degree or another in the cost.

Basically, what I am saying is we had over 1,700 people participating last year, and it may include duplication of head count as to the enrollment. We have expanded programs for this year and for the future.

I guess what I am trying to say is we work together with other agencies. We push for articulation and cooperation. I would hope that you do not leave here today and at some of the other hearings with the fact that funding in vocational education has to be an either-or proposition, in other words, the public elementary and secondary schools versus community colleges, because I don't think it is the case.

I think it has been mentioned in Illinois that we do not fund teachers. It is based on student enrollment and approved occupational classes, that approval comes in the form of the 1- and 5-year plan. I guess what I am saying is that, based on these enrollments and the credits for the course, is how we get our so-called reimbursement or our money from the State which came from Washington for the most part into our schools.

I think this is a good thing, for the simple reason that if there were a lump-sum basis, everyone could participate in the receiving of money, but to varying degrees of what they are doing in actuality. In this case, I think it emphasizes the delivering system, and those schools that produce the results get the money.

We also recently developed a career awareness program for our elementary youngsters, and it is what we call a WCARES program, one developed by our staff, and many schools are doing this very same thing. The acronym is, Why Career Awareness Reaches Every Student. This is the program we feel is best because it is an infused program, and students and teachers can use it with the existing curriculum and don't need an add-on.

I think one of the first things I found in talking with elementary teachers is, "I am sorry, but the jug is full and we don't have room for any more add-ons."

I can understand that and appreciate that. In our district the last 2½ years we have gone through intensive input programs, inputs to every building in our district, any subgroups of an administrative nature and so on has an advisory council, and they consist of everyone from students, parents, community members, et cetera. I, as the director of career education, am responsible for an advisory council districtwide. I think these inputs do a great thing for us. They give us the pulse of the community and also in the area as to the true world and what is going on.

I might add as a note we recently, I believe 1 year ago last March, led a successful campaign for a $13 million capital development program in our district, which will give us another high school, another middle school, and tremendous renovation of three of our older buildings in elementary school. And it went over at 3 to 1 at the time when districts were failing throughout the State, and perhaps the Nation.

I would like to mention in addition to all of the things we belong to and get inputs from, I am a member of the Suburban Area Educators Association. This is basically Du Page County, and we have Kane County right close by. We opened it up to the SABIA group, and it includes people from the surrounding county adjacent to Du Page County, with the exception of Cook. We are not excluding them, but they have their own program. Most of the districts are large enough and have someone like myself as director of the program, and it is not an added burden on teachers or regular administrators.

I think many of the schools are doing great things in vocational and career education. I think, just looking at the numbers, this particular group that meets monthly throughout this school year, comprises approximately 100,000 high school youngsters.

I think one point I would like to mention, under the direction of Senator Saperstein, who has since left the Senate, there was a school problem commission subcommittee on career education held in Chicago last January 13th. I think perhaps some of that testimony that came out of that may be of benefit to you people, should you so wish. It was a very close parallel to this. I think many of the people testifying here throughout today, some of them were involved in that.

I have a particular quote from the State Chamber of Commerce, and I understand looking over the brochure Bob Beckwith will be here this afternoon, and I surely hope he will be. One of the points again from our Kane County, our previous superintendent, who just retired this past year, has listed and goes on record as stating three recommendations. This was to the State of Illinois, but I believe it is very applicable to this hearing.

No. 1: This was a county superintendent, if you will, talking, and these three recommendations were not in any order of priority —increase State funding for vocational education, and that is as long as it is based on Federal funding. And I am sure you are getting that message loud and clear from all of us.

No. 2: Large districts be funded the same as vocational centers for capital construction, equipment, and operation. And I think you heard a little bit about that. Also, to guarantee local districts a certain level of funding. There is, as mentioned earlier, a few moments ago, there is uncertainty for those of us developing budgets, and it seems like the programs get in here, and we have to kind of hope the money will follow through. This gives us an uneasy feeling, and we would appreciate anything you can do in this sense.

I think throughout the country, I know throughout our community, many people are geting on the bandwagon under the guise of career education, and I think that is a valid one, and I strongly support it. We have several people with national corporate offices in our district, and these people have come to believe that the career education concept is the one thing rallying us all together, and they have given us all sorts of nice things—and I think my testimony relates to that—from money on down to good will.

I think I mentioned the Illinois State Chamber of Commerce, and I will allude to the fact it is in the testimony I have given to you, and will probably be, I hope, elaborated on this afternoon.

You asked a couple of things, Mr. Chairman, relative to, "What can we in Washington do?"

No. 1, I think first of all you have to remember in making decisions relative to which bill or particular amendment you want to choose, that high schools, as has been alluded to, grades 9 through 12, do have in fact dropouts. Sixteen years of age is the minimum in this particular State.

I think also high school students, if they get any vocational training, their primary hope for any kind of skill development rests with the high school. The local high schools are also the place where the local community identifies, and it may be the neighborhood school at the elementary level, but it is the high school in the community. I think this is where identity takes place, not only for dropouts but also for adults.

I am not in opposition to other agencies. I think one of the things you have to watch for, and I hear it at some meetings, particularly on the west coast, whereby enrollment may be dropping and buildings are getting vacated, that perhaps there may be some in-house or infighting between some of the public elementary and secondary schools and some of the junior and/or community colleges for this adult education clientele. I sincerely hope this does not happen. I think we have shown that we can participate with our community college in planning, organization and articulation to get something done.

I would hope that you would do all in your power to fuse vocational education in whatever ways you can with the total career education concept, and bring relevance to all students back to the school.

The local schools need your utmost support in funding vocational education. We feel the need is greater now than ever before, and that we have the delivery system in our school to get the maximum return for the dollars expended, be they whatever amount.

I thank you.

[The prepared testimony of Mr. Hutchings follows:]

PREPARED STATEMENT OF JOHN E. HUTCHINGS, DIRECTOR OF CAREER EDUCATION, WEST SIDE DISTRICT 129

The West Aurora Public Schools, District 129, is greatful to have this opportunity to present our views on vocational educational to such an important hearing. The need has never been greater nor the time more significant for the United States to seriously focus on vocational and occupational education which we feel is a most vital part of the total career education concept. The action you take towards vocational education could be the single most important step in providing the major solution to many of the problems facing education today.

As the voice of one school district representing over 10,000 elementary and secondary students and over 1700 adult evening school enrollments, we are deeply interested and concerned about the direction of vocational and occupational education. During the last three years, we have re-evaluated our goals and objectives to include priority revisions within our educational system. As a result of much input, the commitment to vocational education has come alive and is vital to our district.

The high school organization has been changed to a four year school scheduled on twelve-week quarters. The master schedule contains in excess of 400 courses and has courses in all five occupational areas as advocated by the Division of Vocational-Technical Education. In addition, we now have programs in Distributive Education, Office Education, Home Economics Related Occupations, Cooperative Work Training, Work-Study and Incentive Programs, Work Experience and Career Exploration Program, and an In-School Youth CETA Program.

This past year reflects 2337 different high school students having been served in approved vocational programs. Over 75% of our total student body enrolled in one or more approved occupational courses.

We are in our second year of an Adult Education Program. This program is a co-sponsorship with Waubonsee Community College and is jointly administered. Our last year's enrollment was over 1700 evening students at West High and Franklin Junior High. We are indeed pleased thus far and have expanded programs this year and further plans for the future.

We recently developed a career awareness program for our elementary school pupils. This is an infused program that fits into all elementary curricula stressing positive self-concepts and the world of work.

District 129 has adopted the philosophy of gaining input from all segments of the community. This input comes from advisory councils for each building as well as other advisory councils representing specific groups such as the district vocational advisory council and the advisory council for concerned black parents. In addition, we have several administrators serving on various community boards and commissions such as the city planning commission and county Manpower (CETA) commission. We also have on-going articulation with our local city government, Valley Industrial Association, Chamber of Commerce, the Fox Valley Park District, the Suburban Area Vocational Educators Association, etc.

The input from these sources has proven to be most valuable and in fact has kept us in tune with our community needs.

From this vantage point, we were asked to provide inputs for testimony for the School Problems Commission Subcommittee on Career Education held in Chicago on January 13, 1975. The results of that hearing may be worthy of your consideration as well as the testimony of today.

Our own Kane County comprised of over 73,000 students through the leadership of Mr. R. B. Mades, Superintendent, Educational Service Region, has stated three recommendations to the State of Illinois that are most applicable for this hearing: (1) Increase State Funding for Vocational Education; (2) Large Districts Funded the same as Vocational Centers for Capital Construction, Equipment and Operation; (3) Guarantee Local Districts a Certain Level of Funding.

We have been very happy to learn that many local and state organizations and business firms are in support of vocational education in the school system. Many of these organizations are giving more than superficial lip-service support in the form of contributions of money, equipment, technical expertise, time, facilities, advice and good will—even in these times of economic instability.

One such organization is the Illinois State Chamber of Commerce which as you well know is the cross section of business in Illinois. Their opening paragraph in policy position is stated:

"Society has short-changed many fine young people by its failure to provide career training programs in fields which do not require a four year college entry level. To overcome this deficiency, the vocational career curriculum must be elevated to equal stature with the academic curriculum so as to provide a diversity of educational opportunities from which each individual can identify and develop his capabilities in preparation for a productive and self-fulfilling adult life."

A further quote from their testimony in the January 13, 1975, hearing is:

"The development of a broad offering of programs for career preparation will require in many instances the acquisition of new capital construction and equipment. Rather than constructing entirely new facilities, we hope that where possible the present high schools will be converted to a balance between the traditional academic and career oriented facilities. We support and encourage the development of area vocational high schools only after it can be demonstrated that a multiple of academic high schools in the area would find the demand for career programs more costly, duplicative, and inefficient to provide separately."

The local schools need your utmost support in funding vocational education. We feel the need is greater now than ever before and that we have the delivery system in our schools to get the maximum return for dollars expended.

Chairman Perkins. Mr. Hall, any questions?

Mr. Hall. Well, I want to apologize. It seems as if Mr. Simon and I are being called out of the room more than we had anticipated, so I will apologize for missing some of the testimony here.

I do have a couple of questions, if I can get my papers in order here. I think, Dr. Shields, I will take you first, if I may take a moment.

I would like to ask you, is Stanley Shagnon still alive and living in Mt. Vernon?

Dr. Shields. He is, and in excellent health, and is living in Mt. Vernon and still active in the community.

Mr. Hall. There would be no reason he would remember me, but tell him I said "Hi," anyway.

Dr. Shields. I will.

Mr. Hall. Now, you said in your testimony, Dr. Shields:

> Each district developed its own work experience program without apparent direction or purpose from the state level. The area community colleges are now in the process of being approved to perform the function originally assigned to the area secondary vocational center.

I think that assumes criticism of the approach the State had been taking. Why in your view do you think we have the shift? What is the reason you hear for this shift in emphasis?

Dr. Shields. In responding to your question, it is criticism very definitely, because earlier, when we were in the process of developing vocational education, cooperative work training programs, things of this nature, all of the people who were involved had certain minimum levels of preparation for the teaching and supervision of such programs. The school districts were charged with the responsibilty that this is the way we will go about it.

For example, we still believe in Mt. Vernon High that a teacher who is a supervisor of youngsters out in the community working should have a good preparation in public relations. He should be able to talk with these prospective employers.

We still also believe that these students should be working at least a part of their week during the regular school day. Unfortunately, in too many areas, in too many districts, this is not the case. The supervision is conducted by telephone, and the work is done at night after the schoolday is concluded. We don't go along with that, and we will not change it, even though it is done by our neighbors.

So this is an area of criticism. It is a relaxation on the part of the States and of the local educational agencies in providing so-called cooperative work experience.

In the other area of the junior college, we have fought long and bitterly the concept of having an area center in existence and against the area junior college providing the same programs. We felt that what we have, the junior colleges should build upon it. What they have, we should not duplicate. Now, the junior colleges have them approved for programs for the early school leavers, 16 years of age and so forth, whereby they can get their GED diploma.

The latest happened south of us, where many thousands of dollars of title VI moneys have suddenly been made available to a junior college to study the problem of the high school dropout. We know the problem of the high school dropout.

So we feel that at last—correction—rather, I feel, because I will cause no one else to ride my shirttails, I feel that this is a wrong direction, that the high schools should perform this function of secondary education; they should serve, or try to serve, the needs of this age group. When it goes into the occupational-education arena, the 18 year olds, the high school graduates, that is the function of the community colleges, the colleges, and the universities.

Mr. HALL. Thank you, Dr. Shields. I appreciate your testimony, and I wanted to get your idea on the record.

Now, if I may go to Mr. Kaufman. It is good to see you.

Mr. KAUFMAN. Yes, sir.

Mr. HALL. On page 2 of your testimony, Mr. Kaufman, you say:

> Vocational education must prepare for jobs which exist today and which are expected to exist for a reasonable span of time.

One of the problems I detected in talking with people in colleges at the placement level has been they tell me that some of the people in industry or some of the companies come to them and say:

> Well, don't train this man for this particular job, give him the basics, because perhaps by the time you complete the training the job will be obsolete.

I just wondered how big a problem this is as far as you are concerned, obsolescence in training? Do you have any relationship say with industry or companies in your community as to where you can have an exchange?

Mr. KAUFMAN. Yes, sir. In planning the area center originally, we had a general advisory committee that surveyed the community, surveyed the students and looked at national manpower needs, and came up with the original programs. We now have eight occupational advisory committees that serve each of the eight general areas.

For example, one in automotive areas, one in the business education area, the electronics area, and so on. These people keep us in touch with the world of work, with the jobs available now and with what the trends are expected to be, so that we can provide the type of training that will not make the skills obsolete in 1 year or 2 or 5 years.

Now, I think we need to recognize that none of us can look ahead 25 years and see what skills these students are going to need. For this reason, we need upgrading and retraining programs also. But as much as possible, as much as is possible to see, we try to train them for jobs that are available.

I think another thing at the secondary level, we have to train students for jobs that exist in a relatively small geographic area, and I say this because at 17 or 18 years of age we found graduates very reluctant to leave the area for jobs, so at least the entry level jobs should be available within a reasonable commuting distance.

Mr. Hall. Thank you.

Mr. Chairman, no further questions.

Chairman Perkins. Mr. Pressler?

Mr. Pressler. I will ask a question that can be asked briefly, and answered maybe equally briefly. I am concerned about financing in local districts and maintaining the economy as they insist on doing. I note Illinois has 1,092 school districts. It varies from State to State. In South Dakota it is 231, and in Maryland it is 224. In terms of Federal legislation, we are faced with a great diversity in terms of these local taxing groups and in terms of financing local education.

The concept of revenue sharing was put forth in regard to education, and I wonder if someone would comment briefly, if this were to occur, would it occur with the school districts, or would it occur, as in the case of vocational education, with an area group? Does anyone have any comments on that, or a suggestion?

Dr. Shields. I was the one that posed that possibility. We do have a major problem in Illinois on the numbers of districts. For example, as I said earlier, in Jefferson County, Mt. Vernon High School covers 252 square miles of the county, and there are three other public high schools in the same county. There are 10 separate school districts feeding at Mt. Vernon High, elementary districts, so we are talking of 15 or 17 public school districts, each with its own board and each one going in its own direction in many instances. That is just in one county.

So the idea of revenue sharing, I think, should not be tied to a vocational education or a career education or an academic education, but should be tied simply to the educational process. That, in returning to the State the Federal money, the Government should of course designated this back to the State office of education for disbursement to be disbursed back to the public school districts on a per capita basis, on a student enrollment basis, without all of the strings around it or being earmarked for any specific purpose. This was my feeling on revenue sharing.

Mr. Pressler. Thank you very much, Mr. Chairman.

Chairman Perkins. Any questions, Mr. Simon?

Mr. Simon. If I may direct two questions to Mr. Kaufman: One is you mentioned the area placement. If the student comes to you who graduated let's say 2 years ago, do you help that student and, if you help that student, do you have a program, or what kind of followup do you have on the student who has taken part in your program?

Mr. Kaufman. Yes, sir. We have one. We maintain a file of each student, and this includes credentials indicating his relative skill abilities, his, you might say, personal characteristics, dependability, attitudes, and so on. We also indicate on the credentials the number of days absent as both a junior and senior, since the employers feel this is important to them. And we will help them find a job.

Of course, most of the efforts are placed on current year graduates, because that is where we have the largest number. Attached to my testimony is a followup survey of the 1974 graduates conducted 6 months after their graduation. This is a personal contact with each student or with their parents, one or the other, in probably 95 percent of the cases.

You will see that the placement is there. Well, we had 1.3 percent unemployed, and three students I believe out of the 229 graduates at the time we surveyed them last fall, 1974 graduates. So it is not by chance that this occurs. It is a well planned and carefully carried out placement program.

Mr. SIMON. In another area, and this is just for background information, there is no Federal legislation pending on this, but do you have flexibility in employment of teachers so that if there is someone, and let's say just a dairy farmer who may or may not be a graduate of the University of Illinois but in any event has not education hours, who is an extremely competent area-recognized dairy farmer, do you have flexibility so that you can ask that dairy farmer to be a teacher for a class?

Mr. KAUFMAN. We do, if there are no other qualified instructors in an area who are available. There is then a process for obtaining a temporary provisional vocational certificate by which he can teach that course.

Mr. SIMON. Thank you.

I have no further questions, Mr. Chairman.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. Mr. Chairman, there seems to be a general consensus among superintendents that vocational education ought not to be considered a failure kind of approach, and I commend you for that attitude.

I think one of the basic problems that we have faced in this Nation for years has been the thought that those that are not good enough to make college can somehow stumble through a vocational course and we will find something for them to do. That is probably the root of our problem in many respects.

One of the things that I firmly believe can help offset it is a good career exposure program at the elementary level. There seems to be some difference of opinion, at least I sense some difference of opinion among some of you, as to whether or not that program should be available. Maybe, if any of you have strong feelings on it or any feelings at all, you could comment on it, as to whether or not you would be in support of some type of a Federal funding program that would help establish, on an ongoing basis, career exposure programs at the elementary level, and earmarked specifically for that kind of involvement.

Mr. HUTCHINGS. I concluded my testimony with that precise recommendation. I feel very strongly about it. I also happen to favor incentives far more than requirements, so if there could be an incentive program to encourage school districts to develop such awareness——

Mr. BLOUIN. Are you suggesting the matching funds kind of incentives?

Mr. **Hutchings.** We have had all kinds of title incentives over the years. If you wanted to do certain things, emphasize certain programs, you could get a certain percentage of support for those programs. You know, guidance grew up this way. So did many of our science programs—and a lot of it occurred after the hysteria of Sputnik, and it worked. You know, that is at the heart of this business of a school that produces that which is honored.

If you gentlement can help us out in the right things, we would appreciate it.

Mr. **Blouin.** Do any of you other superintendents have any comments?

Dr. **Shields.** I think I stated my desires earlier. I definitely am in favor of the concept of career awareness in the elementary system.

Chairman **Perkins.** We have had so many on the panel answering, so let me follow up on both of your questions.

First, Mr. Simon asked about this. You are to be complimented on the placement record that you have made. It is 1½ percent or 1.4 percent; did you say?

Mr. **Kaufman.** Yes.

Chairman **Perkins.** Have you made surveys to determine that is the percentage, or to what do you attribute the low unemployment and high success in policing these youngsters after they get through school?

Mr. **Kaufman.** First, occupational preparation, and then the placement program following it up.

Chairman **Perkins.** Let me say something in connection with career education. I believe in the concept expressed by Congressman Quie. I went to a private school as a youngster. Hyman Settlement School, supported by private donations from the outside, and this has been referred to here, that perhaps you need a building for all of these elementary schools, well equipped and so forth and so on. But this building, whether "manual arts" or "industrial art," whatever you want to call it—we called it "manual training" in the old days—it was a different generation, though, because the girls were required to take home economics beginning at the fifth grade and sewing classes and cooking and all of those things, because so many of them dropped out and got married at an earlier age. That was along the lines that the training needed to be at that time.

But, I am reminded of a speech by a fifth grade teacher we had. So many of these eighth grade pupils would drop out and go into carpentry work; the mining communities were in their height and the buildings were in their height at that time—this was before the depression. They could already read blueprint plans to construct houses, and they had to have these fundamentals, the basic mathematics and know something about the fundamentals to even be able to read the house plans when they got through the eighth grade, and they would go into those mining communities at 16 and 17 years of age and let their younger brothers and sisters come to that settlement school. This continued until it became a public school about 1930. We had, fortunately, teachers from the eastern seaboard, which was supported by funds from the eastern seaboard. But it was geared to the needs of the community at that time, even with these eighth graders.

But I remember a fifth grade teacher, a manual training teacher at that time, and I will never forget his speech. He would call us together almost every week—and I thought he made his speech too darned often—and he said: I wonder how many of you boys realize the importance of manual training? It is just as important as your mathematics, English, history or any other subject that you may have in high school or may be taught in high school.

In those days, those youngsters dropped out in the eighth grade and went into carpentry work with that background. But as I stated, in the depression days, when the county took that over, there was no longer exposure for the third, fourth, fifth, sixth, seventh, eighth and ninth grades. Your manual training stopped, or industrial arts, until you then entered the high school.

If these youngsters could be exposed to all of the different types of jobs, by going to a high school that has these facilities, for 40 minutes or 50 minutes or whatever, if they are in that area where the schools can afford to take them in, it would be a great thing, in my judgment. But with the conditions today, I just doubt that we could afford to build all of the facilities that are necessary. But where those facilities are already available, these youngsters certainly should be exposed, and even though that shop should be open from 8 o'clock until 4:30, and perhaps all the way around the clock, if skills needed to be upgraded for the adults and so forth in night hours.

But the concept of career education is so important, because that is when the youngster makes up his mind, and if I had waited until I had gotten to college, I don't think that I would have been able to go out and stretch wire on my own farm, which I think I am pretty good at.

It is the things that you learn to do when you are a child, and the earlier we get exposed to so many varieties of things, the earlier we can make up our minds as to the best way to earn a livelihood. That is what this is all about anyway.

Let me compliment this panel. You have been very helpful to this committee. I certainly hope to see you in Washington, and to see you back here in Springfield on some other occasion, maybe in some other section of Illinois that we might call on.

PANEL DISCUSSION—PARTICIPATING WERE THE FOLLOWING: DR. ROBERT TARVIN, PRESIDENT, JOHN LOGAN COLLEGE; DR. TRAVIS MARTIN, PRESIDENT, REND LAKE COLLEGE; DR. LOREN KLAUS, PRESIDENT, SHAWNEE COLLEGE; DR. HARRY SHELL, PRESIDENT, SOUTHEASTERN COLLEGE; AND DR. E. RAY SEARBY, PRESIDENT, KASKASKIA COLLEGE

Chairman PERKINS. Now we will take our next panel, consisting of Dr. Robert Tarvin, president, John Logan College; Dr. Travis Martin, president, Rend Lake College; Dr. Loren Klaus, president, Shawnee College; Dr. Harry Shell, president, Southeastern College; and Dr. E. Ray Searby, president, Kaskaskia College.

Mr. SIMON. Dr. Searby is from your district, and do you have something you would like to say?

First, I want to compliment these distinguished educators for sending Mr. Simon to Congress.

Mr. Simon. They may not want to plead guilty to sending me there.

I do want to say, for members of the subcommittee, we have all of these community colleges that are in our district, by way of background, and I know that you, coming from your area of Kentucky, you can appreciate this, Mr. Chairman. Ours is an area that has above its average share of economic problems, as well as above its average share of economic potential, and there is just no question that these community colleges have contributed tremendously, and I think will contribute even more.

I should not pick on one, but Shawnee College, for example, on the end, Dr. Klaus, is in an area where we have, 27 percent to 29 percent of the population on welfare in that area, and the needs are just tremendous, and that college is really the spark of hope for that area. I could name each one of these colleges and why their contribution is particularly significant for their immediate area. We are very proud of the contribution that they are making.

Chairman Perkins. All right. The first witness is whoever would like to testify first.

You could call them off.

Mr. Simon. Dr. Tarvin is, I believe, the youngest community college president, and that is a very undiplomatic statement to make here, because obviously it is a very young appearing panel, but I think I am correct in saying that anyway. Dr. Tarvin.

Chairman Perkins. We will withhold questions until all of you have testified.

Dr. Tarvin. Thank you.

STATEMENT OF DR. ROBERT TARVIN, PRESIDENT, JOHN LOGAN COLLEGE

Dr. Tarvin. I have often been told when questioned about my age that perhaps time will take care of that, if that is a handicap, but, Mr. Chairman and members of the panel, I welcome the opportunity to be here.

I think that we perhaps would boil this discussion down to discussion of the two main pieces of legislation which I undertsand your committee is considering here, is a continuation of the status quo as we now have it in terms of providing Federal support to vocational education, or perhaps a change. And being from a community college segment, I believe that perhaps a change is what I would like to speak to in behalf of bill 3036 today.

I think perhaps it is important to distinguish between two things I think we have been talking about most of the morning here, which to me are very different things. One is career education, the concept of career education, and the other is the actual delivery of vocational skills and vocational training. I think that they are both very necessary. I think we should not confuse them. Therefore, I think I would like also to support the ideas that are contained in House bill 3270, which you also I think are considering, as an attempt to get at the career education concept which we have been talking about.

In this particular piece of legislation, I think there has been some emphasis placed on career guidance, the career counseling concept at the elementary, at the secondary level, and this is the emphasis, where I think the exposure that has been mentioned before is very definitely needed.

I think what we are talking about at that level perhaps is exposure. I think the actual delivery of meaningful training is going to happen and occur at a much later point in life because of various reasons. I think that perhaps we should look at the development in occupational education somewhat as a watershed type of movement today in terms of the demands that are being placed upon us to provide quantities of people at a very high quality of training that we never had in the particular fields that are being pushed upon us today.

I would like somewhat to talk about what was occurring a century ago, when we had our land grand institutions. Suddenly the idea in the postsecondary world of education at that time, the idea of vocational education was introduced in the field of agriculture, and we somehow moved from that point in our colleges down to providing training for such professions as medicine and law, which today are very acceptable parts of postsecondary education.

I would offer perhaps that this same thing is occurring in many occupational fields that we have not thought about, and one particularly important in our area of the country, and I am sure, Mr. Chairman, in your area—that is in the area of coal mining technology. This perhaps 10 years ago was an area that no one would have thought of as belonging within the doors of postsecondary education. We had always been able to meet the demands of that industry through perhaps father training son, and there was training going on, but it was a very informal type of process, very different from what we are viewing in our future today, just as occurred in welding, the auto technology laboratories and many other fields mentioned here today.

I think to meet this need, there has to be happening in a similar way the same manner of meeting the agriculture, law, medicine and many of these other fields commonly accepted as a part of education today, that is, through a systematic means of training which our educational institutions can provide.

The CHAIRMAN. I still don't like to interrupt, but you have your community colleges, and I would like to have a list of the courses you have in your colleges, if you don't mind sending me that list.

Dr. TARVIN. Yes. You are talking about the coal mining?

Mr. SIMON. I think it in fact might be helpful if all of you would send the catalog to the chairman, and if one of you, who is a good mathematician among you, could cumulatively indicate what the total enrollment for your five schools is, it might be of interest to the committee here now, too.

Dr. TARVIN. Many of these particular occupations which I have been referring to cannot provide this training effectively at the secondary level. I would contend first of all many of the basic skills have already been mentioned that need to be done at that level. Also, there is a matter of physical maturity in many of these occupations that is going to occur at perhaps a later time in life. That is why I think we must give serious consideration to this movement or development in occupational education that I feel is very new, so to speak, in terms of time, that has come about because of the ecommunity colleges, and in many States what they term the postsecondary vocational centers serving this need.

The particular problem with the legislation as it is, it continues to provide the funds as the present legislation is doing. From our point of view the problem is that in many States, and ours being one, it is administered on a per capita basis, which might seem to be fair by many standards, but as has also been mentioned today, those areas which need it most many times do not survive very well with this per capita method.

Also, in our particular State, as I think you will find in many States, because vocational education has been thought of as the domain of the secondary educational system, the method of delivery of these funds has been or will in the future become somewhat captive of that segment. I think, although we would like to think that most educational communities within the State cooperate, they are doing a great deal, but there are the practicalities of life. I think this is going to come much sooner than we expect because of the dwindling enrollments we see in the public schools. Many of the institutions have built great segments. They have an almost insurmountable type of power in terms of the political world within the local level, and I think there is a tendency to maintain what one already has, which is a very natural thing.

I would think provisions in 3036 perhaps take that temptation away from local State levels by dividing these funds before they get here. Of course, the obvious practical reasons, as you probably already realize, in the State of Illinois, the postsecondary segment is receiving 25 percent of the Federal funds, as opposed to the 40 percent that has been proposed in that particular bill.

I think that there is one very important part of that bill that deserves your attention, rather this particular bill, 3036, whether it is viable or not. That is the section referring to coordination of vocational moneys with the Comprehensive Employment and Training Act money. I think there is something here that can be noted and should be noted, because I realize that many times this legislation that is passed at the Federal level is well meant, but many times the money does not actually get to the purpose it was intended to be used for.

I think in this act, where we have the educational training portion of the act, specifically directed at training people, giving them new skills, that very close coordination of the spending of that money and the Federal money for vocational education at the local level, if mandated, would give the taxpayer more benefits than they have.

In many parts of our State, this has already happened. In some parts of our State it has not. But I think in terms of the Federal dollars being spent, this would be well worthwhile for this to be directed to be done in the Federal legislation.

As we look at House bill 3036, I guess I would be the first to admit that the community college segment perhaps, as the old saying goes, has used the old "2 x 4 approach" to try to get someone's attention. I hope that no one considers themselves to be the mule which somebody was using the 2 x 4 on. I honestly feel that we should look at this particular proposal as one in which the community college segment in this Nation, which at this time is a politically powerful force, or segment, is saying that the demands of occupational vocational education for our country have changed very drastically in the last few years, and the need is to provide some funds at that level where we can provide training programs not only for the 18- to 22-year-old range, but in the same program recycle the individuals who are all the way up to 40 to 65 years of age, and bring them back to those same programs and provide them with the same skills. I think the average age of the community college student is, for example in our State, 27 years of age.

That gives you an idea of this recycling that occurs, and it is occurring in the same program, not in specially divided programs, in many instances as are the 18- and 22-year-old segments being trained.

I feel that we do have a very serious problem here. We have an excellent chance to develop what many people call a career ladder by providing terminal points for people to begin their education, get a certain amount of job skills, which perhaps is achieved at the secondary level, build on that and then continue to build on that throughout our system.

Now, that leads me to an example occurring in our particular community college, which is an example I think demonstrates this principle. We have a consortium in the southern part of our State that is called Southern Illinois Collegiate Common Market, composed of four community colleges and Southern Illinois University, five public institutions. One of the prime purposes of that consortium has to be at this point to deliver an associate degree in nursing program. This associate degree in nursing program is being delivered on what we call the top of the LPN program, and the LPN, licensed practical nursing, program is being provided at each of the community colleges in the district. Through the combined efforts of five schools, we are able to provide the associate degree in nursing program, which is in the second years, and we feel is a very successful venture, and which will provide the student with the opportunity at the end of the LPN to move into the world of work, or move back in for more skills at a higher level.

We are very hopeful that the university, Southern Illinois University in Carbondale, will soon be able to offer a bachelor of science in nursing, which would provide another career step on this ladder.

I think this is just one illustration in the health fields that we can provide the people, and I think many of our occupational fields lend themselves to this same type of career ladder, career-climbing process. We can do it through the means of the postsecondary institutions building and working with the secondary institutions, but we must have leadership and force, I feel, and direction from legislative people such as yourselves in order to accomplish this.

Thank you for your time.

[The prepared statement of Dr. Robert Tarvin follows:]

Prepared Statement of Dr. Robert Tarvin, President, John Logan College

Mr. Chairman and other distinguished members of the committee, my name is Robert Tarvin. I am president of John A. Logan College, a public community college located in Carterville, Illinois. Today I welcome the opportunity to share some thoughts with you concerning the federal role in vocational education.

Perhaps today, in terms of education, there is no more important topic than that of vocational education, particularly in view of today's society with the high rate of unemployment that the nation faces and the constant news that we hear about our colleges and universities producing students who are unable to obtain jobs for which they have been educated or trained. The particular impact of our industrial and what some have come to term the post-industrial society is beginning to take its toll on the outmoded missions of many of our educational institutions. It would appear to me that we are at a watershed somewhat likened to that faced by our country and federal congress in the middle of the nineteenth century. If you will recall, with the onslaught of the industrial revolution during that time, the Federal Congress, in their concern for higher education, passed the Land Grant Act which created what has become our great Land Grant institutions today. The creation of these institutions or the legislation for them came about because there were many occupations that were immediately requiring high quantities of quality-trained manpower that had never before required them. For example, the engineering fields were beginning to be developed in a scientific way that needed trained manpower and many people were beginning to look in terms of the scientific development that could be had in agriculture. When a population began to leave the land to join industry, food had to be produced by a few for all the population which required technical knowledge. In meetings these demands, we had the creation of the Land Grant institutions that began providing formal instruction in agriculture and mining, and related technical fields. It was later these same institutions that spread their involvement to the professional fields of law and medicine and began to provide a formal structure for producing people to work in these occupations. Before this time, none of these people were prepared within the walls of post-secondary or higher education. We had concentrated solely on such worthwhile things as the ministry and giving a "liberal arts" education. In trust, the society had not reached a point in its development or demand of these professions where anything but the apprenticeship/journeyman method of preparation was needed for producing doctors, lawyers, farmers and engineers.

It would appear to me that our society has reached similar decision points today with the many problems that are facing us in the technological sense. I might use only one example, that in the field of energy, which is on our minds constantly. We know to meet the energy demands on a self-sufficient basis in the next few decades there is no way that we can do it, known to us at this time, without heavy reliance on coal which happens to be a major component of my own area's economy. Also, the information that we have pertaining to the development of this important resource which our nation possesses tells us that we do not have the trained manpower to meet this need in the next few years. Consequently, there have been several post-secondary institutions, particularly community colleges, across the nation that have begun programs training people to work in coal mining technology. Admittedly a few years ago, or even some today would argue that this is not an appropriate occupational vocation for an institution of post-secondary education to be involved in, or perhaps would they feel welding, cosmetology or auto technology were appropriate. However, I would suggest that those same people one century ago perhaps would have decreed that farming, medicine and law were certainly fields of study that did not belong in our institutions of post-secondary learning at that time.

While referring to some of the historical developments, I also would like to mention that although the Land Grant Act of the 1860's offered and made possible the creation of institutions to serve public needs, it was not until

1887 with the passage of the Hatch Act which provided a means to deliver the knowledge in a decentralized fashion or "down on the farm type basis" that the American people began to accept these institutions as needed and give them their deserved support. The community college today in the occupational field is fulfilling ths decentralized delivery service in its adult educaation division.

With these thoughts in retrospect concerning our present structure of public post-secondary education, I would like to offer support today on behalf of two particular bills which your committee is presently reviewing as pertaining the necessary ingredients to provide the proper role for the federal government in vocational education. In particular, they are HR-3270 and HR-3036. HR-3037 also is in front of your committee as you ponder this question and I would urge you not to consider this particular bill as it stands because it is little more than the propagation of the status quo in vocational education. The demands that are being placed on our vocational education today in meeting needs such as mining, welding, automobile technology and the allied health fields that have never been placed upon our system before will not be met properly through the continuation of the current federal policy on vocational education. Of course, this statement assumes the premise that the federal government wants to actively speed up and aid the process of vocational education and not just maintain it.

The reason I make this statement is that most states such as ours in the United States have left the administration of vocational education under a board that is directly responsible or very closely related to the public common school division of education. Although to this point in time, what has been considered by most to be vocational education has occurred at that level in our system it is no longer possible for those institutions, nor proper, for them to meet the challenge that is being required of vocational education today. I would offer that our public schools have all they can do to maintain the quality and emphasis on teaching the basic skills of reading, writing and providing the liberal orientation of a general education that will serve their students well through life. I need only refer to recent releases of the college entrance testing services showing this year's scores were the lowest ever.

To this point the serious emphasis on vocational education has been related to what many of you would relate to as the industrial arts or the old "shop" courses in our public schools or on the female side of the home economics version of vocational education. This specific bill, which I am speaking against, even cites this type of education as an example which must be avoided in the future development of vocational education. The emphasis of vocational education today must be placed at the level or realm where people pursuing careers or being trained for a specific career can either be the adult being retrained or perhaps the young person with good basic skills preparing for their first career. Because of the nature of retraining demands on our society we now require the retraining of people for several careers in one lifetime. It is for that reason that I would urge your serious consideration of the heavy involvement of the post-secondary institutions of education for the delivery of occupational or vocational education in this country.

Because of the emphasis House Bill 3037 places on maintaining the status quo which continues to direct the emphasis of federal vocational support at the elementary and secondary level, I cannot help but ask this committee to consider that bill as it stands in a negative fashion.

House Bill 3270 provides a much-needed emphasis on the concept of career education at the elementary and secondary level as opposed to the vocational education. I would urge the committee to seriously consider this concept because it is in this role that I believe our public secondary and elementary schools can offer the citizens of this country the most advantages. We have done a miserable job in the educational system for a number of years in helping students select viable careers. Many times they have not even been able to find the many career opportunties or be aware of the career opportunities available to them as a result of our school systems doing a good job. Career selection for most of us and for most of our youth has been a hit or miss fashion with most of us getting very little help from the school systems in a specific way. This type of career orientation in thinking must begin at a young age and therefore I would contend that most of the emphasis must be placed at our elementary and secondary levels. It appears to me that the provisions of this bill would allow for such career education to begin and also for it to be continued at the post-secondary level where needed and necessary.

I would urge your specific attention to section 104 of the bill, page 6, line 16, which refers to the establishment of the National Advisory Council on career guidance and counseling. In lines 19 through 22 of that section, it calls for the Secretary of Health, Education and Welfare to appoint people who are representative of the guidance and counseling profession at large. I would urge serious consideration of the Congress to be more specific in their direction to not only include representatives of the guidance and counseling profession, but specific representatives of industry and business where the careers possibly are in our country that the counseling profession does not fully understand. Such organizations as the National Alliance of Businessmen have done some serious work in this particular area for the past few years and would have much to offer any counseling and guidance advisory council that would be directing national policy. Later on the bill, under Title II, section 201, page 12, line 24, refers to the establishment of a State Advisory Committee and it is quite specific in expressing who should serve on that type of committee at the state level. It would be my opinion that a similar type of definition with such specificity should be held for the National Advisory Council as well.

House Bill 3036 offers the most viable alternative at this point in our history for the continuance and advancement of vocational educational funding from the federal level. The particular emphasis of this bill, as one can see, is for the federal government to divide and direct forty percent of the funding to post-secondary education. There is a distinction in the bill between vocational education and occupational education. The chief emphasis is that occupational education is occurring at the post-secondary level and that there should be adequate provision made to insure from the federal level that federal funds will reach the post-secondary level where the real occupational demands are being met.

The particular emphasis of this division is necessary because as I have mentioned previously, in many of our states administration of these funds has been through the secondary governance system. As you all know, the enrollments are dwindling in our secondary system and the natural inclination of these people will be to maintain the structure which has been in existence and if there is less work because of students, the use of these funds to maintain jobs that are already in existence at this level by expanding mission is an obvious temptation but perhaps will not truly serve the nation's needs. I would contend that the state agencies serving the public secondary system should be relieved of this temptation by the federal government directing that forty percent of the funds be used directly for post-secondary vocational education.

It is at the post-secondary level that such fields as mining technology, welding, technological fields in the chemical industry, and our allied health fields, that students can be most appropriately prepared. To enter any of these fields, the student needs some basic understanding and basic skills which they will not have at the secondary level, just as many years ago our professional schools began building on top of the knowledge obtained at the college level, not trying to replace the college work. Also, many of these occupations simply require a certain amount of physical maturity of the person in order to pursue them successfully. That maturity is usually not present at the age of the secondary student. Because of these factors, there is little doubt that the most successful and serious preparation for careers in terms of giving job training and skills is presently occurring at the post-secondary level. Also, as I previously mentioned, it is in the environment of these institutions that adults can return and be retrained or refitted into our ever rapidly changing society.

The second feature of this particular bill that warrants consideration is the overall emphasis on holding down administrative cost and spending. House Bill 3037 goes to considerable length to describe the creation and structure of many advisory councils within the next few years. I would point out that although this may sound good, it is a very costly procedure and skims off much-needed dollars from actual programming purposes for which the federal government should be directing its dollars and accomplishes little. House Bill 3036 does not put the emphasis on this similar type of administrative spending.

The third positive feature and perhaps to me the most significant part of this bill is an attempt to coordinate the Comprehensive Employment and Training Act with the federal dollars which are being spent for the purposes of vocational/occupational education. The Comprehensive Employment and Training Act is directed to helping undertrained people receive new skills so that they can become competitive in today's job market. The best use of federal funds can be through the coordination of the administration of that act with those of the post-secondary educational institutions that are most likely to offer this type of training and can deal with this particular problem. The provisions of this particular bill regarding coordination of vocational education and CETA are such that I would urge the committee to seriously consider those provisions for any bill which it chooses to later make into law. We have so many good federal legislative programs that have been produced throughout the years, but many times due to lack of coordination at the local level we find them overlapping and consequently, the people that are paying the taxes of this country are not getting the most service that could be given. If the law would mandate this coordination in related areas as HR 3036 proposes our whole service area could be strengthened. This particular emphasis on the CETA coordination with the Vocational Education Act is of uppermost significance and I would urge the greatest support for it.

In summary, perhaps it appears as though the community college segment of post-secondary education of which I represent has been using a "two by four" as the old saying goes to get someone's attention through the introduction of House Bill 3036. I would hope that no one perceives himself to be the mule on which the two by four is being used. I would also hope that there is not an over-reaction to what many might perceive as "overkill" by certain provisions of this bill by a special interest group which, for instance, calls for 75 percent of the 40 percent allocation to each state being used by the community colleges.

The fact is that we have a very serious problem facing our country, as you gentlemen know, in the terms of our manpower needs. A very interesting and challenging article appeared recently in the May, 1975, issue of Change Magazine entitled "The Reserve Army of the Underemployed." This article and a following one were written by James O'Toole, a manpower expert presently with Stanford University, and formerly with the Department of Labor. O'Toole's thesis throughout the article is that we have many people in this country holding jobs for which they are overeducated or underemployed. He also advocates that the answer to this question cannot be found in vocational education as many are advocating. On this particular issue, I certainly disagree.

O'Toole stated in one of the articles, "In hospitals, orderlies do not progress up a career ladder to become nurses. In hotels, chambermaids seldom advance to become desk clerks. The economy is thus creating a great number of unattractive jobs." I would ask why cannot orderlies progress up a career ladder to become nurses? It can be done if our educational institutions provide the career ladder. Also, it can be done if our federal vocational legislation works in this direction in serving the institutions that have the capabilities to see this happening in today's society.

As a matter of fact, in response to O'Toole's comments which represent the opinion of many, at many of our institutions today, particularly John A. Logan College of which I am president, it is possible for nurses aides which we train in the first place to become licensed practical nurses. It is also possible within the next year and a half for the licensed practical nurse to receive an associate degree in nursing and to become a registered nurse. We hope through the continuing work with the Board of Higher Education that soon these same people in our area will be able to receive a Bachelor degree in Nursing through a senior institution serving our region. This is being done in many fields and in many careers across the nation where active integration of a career ladder is providing one, two, three, four, and further years of training with a terminal point throughout the whole sequence for the manpower in our society.

This type of career ladder approach to me is the answer to our manpower needs and it can be done properly at the post-secondary level of education being integrated with what has been done in the basic skill levels at the the country to advance up a career ladder if they so choose. The federal government is directing its role for vocational education to seriously consider this concept and provide legislation that will direct the support towards this end and in accomplishing the goals where it is possible for our people of the country to advance up a career ladder if they so choose. The federal government has time and again proven since the advent of the Land Grant Act up through the most recent developments with our National Defense Act of 1958 and the Safe Streets and Crime Act of 1967 that when a manpower need becomes a national concern or a national need it can be solved in a very rapid fashion as our recent conquest of space.

There is a very serious problem in today's system of federal vocational education support as has already been stated. If the nation really is to indeed move into the mainstream of preparing people for the new jobs that are in existence, then there must be assurance at the federal level that funds will be available to those institutions that have the most chance for succeeding in bringing around the delivery of job training, vocational/occupational skills to the citizenry of this country. As I mentioned earlier in my remarks, ten years ago who would have thought that coal miners would be being trained in an institution of post-secondary education. However, that field just as law and medicine which has preceded us, has placed a demand for a quantity of people with such a level of quality in training that there is no way our nation can meet the needs without a formal and efficient manner of training. Many occupational fields of our nation are going to demand this type of support in order for the country to solve the many problems that face it and for it to continue to maintain the strength in the world which it does. It is not easy to change the status quo, particularly for young institutions, such as the community colleges that lack the political power that is necessary at times to get the needed attention. Therefore, we must depend on the enlightened leadership of people such as yourself who are willing to hear the story, see the need and will act accordingly.

Thank you for your time and consideration today.

Mr. SIMON. The next president, or the new man in the area, we are pleased to welcome you as a new president of the Rend Lake College, Travis Martin.

STATEMENT OF DR. TRAVIS MARTIN, PRESIDENT, REND LAKE COLLEGE

Dr. MARTIN. Thank you very much. It is a pleasure to be here, Mr. Chairman and members of the committee.

For a little background, I have had a little variety of experience, such as one being a truck driver, shipping and receiving clerk, and I hold a pilot's license as a commercial pilot, and I worked as a salesman and sales engineer in oilfield equipment, and served as a musician, and I worked as a science teacher and counselor. I have had about 17 years in the field of education up to this point.

I see vocational education as being a very practical and pragmatic approach to education, worked in concert with the business and industry and agriculture. I believe that this type of education is what many people in our school systems today are looking for. I believe that many of our people are seeking something that makes sense to them.

I have talked to many dropouts, and I have been involved in dropout programs, and I am certain that many people dropped from school because they did not see where their education was leading them. There has been in the past a lack of effective relationships between what one learns in the public school system and what one wants to achieve in life itself.

I was a bit concerned when I read the report from the General Accounting Office regarding the poor showing of vocational education across the nation. I am of the opinion, however, that poor showing is a result of surveys run mainly with the secondary systems and not postsecondary. It has been my experience, having worked in an area school in the past, to find many high school students see vocational education as quote, "an easy credit" toward high school graduation, rather than seeking a career at some future date. So I am concerned about that.

I believe today that we are overcoming a negative image, but it still exists, even among educators in the public school system, about what exactly is vocational education. I feel that we need an excellent program of career education, which should start very early with children and the public in gaining an appropriate image for this type of education. I think too many times in our public school systems that one wanted to start as a superintendent, maybe he wanted to start some of these programs, but he had inadequate funds, so he still needed to determine how to "make do" in the field of education. He says "We don't have the funding we need," so he says, "Oh, yes. We will start the program out behind the old school in the garage."

The public looks and says:

> Oh, yes, it must not be an important type of education, and I don't want my kid going into the metal building behind the school. I want something better. I want that new building they have over there for academic pursuits, so I can send him to college.

So I think this image is an important element as we go along. I think vocational has to be a continuing process, and in doing so we have to make children aware at a very early age. I support the concept of a good guidance program, but I think that perhaps, if we are going to have teachers involved in career education, maybe we had better put the teachers through a career education program first, so they know what it is all about. Too many times we have teachers with very little understanding of what the real world is all about and what the jobs entail.

I have had the experience in the past of having teachers referring students to vocational programs indicating "You don't need to know any higher math, because after all, you are going to go into the machine shop," not knowing that these machinists work in the area of algebra and trigonometry; saying "You don't need to know anything beyond basic arithmetic if you are going into electronics," not really understanding that these students approach the threshold of calculus.

So I am saying that perhaps one of the things we are overlooking is educating the career educators in how to do career education. I think this is an important element in this thing.

I am concerned about civil rights and the kinds of attitudes that our textbooks develop, and even our faculties sometimes have, as to what is appropriate for girls and boys as they go along these lines. I think we need to develop an exposure of the students at an early age, as our chairman was speaking of, and a realistic exposure of these things. I think that children today don't have the exposure today like they had a few years back when they lived in small rural communities, and they knew what was going on in the community and knew what their father did, and many fathers had passed their trades on to their sons. The knowledge didn't expand at the profuse rate that it does today, and people were not so concerned about these rapid changes as we are today.

Knowledge is doubling so rapidly, I think in the last 10 years it is supposedly, they tell us that knowledge has doubled in the technologies today. I am concerned that without a good career education program what will happen in our society and, as has already happened, I think you can understand, that I think today we are having many people finding themselves locked into an educational system, and doing something they don't like to do. I coined the phrase, "the human robot." You see them around our society all the time. That is the person going through the motions, maybe doing a fairly acceptable job, but hating their work, and they do not like it. Our society cannot survive if we have too many human robots in our society today. We have too many unhappy citizens, restless, mixed up and lost, in that educational maze that sometimes as educators we have created.

We need an effective program also in followup to make sure the job we are doing is effective. I believe an advisory committee of the people who are out there on the job should be able to respond directly to the educators and say, "You are doing the job or not doing it." I think too many times these advisory committees become merely public relations gimmicks. They should not be, and these people know what they are talking about, and we have to listen to them.

When we do we find out that the effective placement of the people seeking jobs after graduation is very very high.

Continual education, I might mention this, that we live in a society of great change and great development. We know that people must continually keep up with their jobs. The literature in most fields is so profuse we just can't keep up with it. This is a large piece of vocational education in our society today, particularly the postsecondary level.

I would say that we are talking about enrollments far, far in excess of anything that we find in the preparatory programs for the young people, people continuing their education. You have to be concerned about buildings, but I think what makes a great institution, a great program, is not so much the buildings—they are important because they help the image and acceptability of this type of education—but I think more important than that of course is equipment. Too many times because of the lack of funding we find that educators are attempting to teach modern-day current skills with obsolete equipment. Too many times industry offers equipment for the use in vocational educational education, and too many times it is accepted when it should be turned down.

Why, gentlemen? It is because the equipment was obsolete. If we train young people on obsolete equipment, will they have current skills? I dare not suggest that they would.

Now, dropouts, why do they drop out? I would suggest that maybe educators should examine a bit more why students are dropping out. I have in the past situation contracted with a public school, developed a program that was entirely effective, completely working with 150 dropouts who presented the real problems we had in the school district, yet these were students that were willing, upon their own volition, to spend 6 or 8 hours a day pursuing a high school education, but not of the traditional type. How do we develop nontraditional programs? We need some time in order to develop these programs, to have the funding in order to innovate and not be—well, to be flexible in dealing with individuals.

Today, in our school system I think we are locked into a system of exposure. We say that learning is a variable. Learning is not a constant, but is a variable. In other words, a student goes for 180 hours for a course, and the amount he learns is a variable, A, B, C, D, E, or F. I suggest that the future of education lies in making learning a constant and time a variable. That is recognizing a student that can achieve and learn rapidly by giving that student the flexibility of moving rapidly and those that do not move as fast to give them more time.

But it takes time, and effort, to develop this type of flexibility in the system, and it is more difficult to administer. I do not see in the area of duplication that we are fragmenting anything. I think that there is obviously when you have an area school that is serving in a certain occupational area, this does not necessarily mean that students during their high school career will chose to pursue that particular occupation further in high school, and they may choose to do so after graduation from high school.

If we say we will not offer such a very common program as automotive mechanics at the postsecondary level because it is being offered at the secondary level, then we do a disservice to those students who did not make their career commitment early in life, and so on.

I think we need to look at the total continuing of education as recently referred to as the stairstep method, which is that vocational education is not terminal education. I don't like the word. I think it suggests that it is all over with once you finish this program.

I think that all people have to go on learning, regardless of what they pursue in life. What a terminal education course really refers to is the fact that the person is prepared to go to work at that time. The traditional high school programs in liberal arts are simply preparing people to go on toward a liberal arts degree. It is strange to me, as a side comment in the liberal arts area, isn't it strange in a great society which is industrially oriented in the liberal arts curriculum I see nothing requiring students in colleges to study anything about industry, or develop any of those understandings? Yet it is called a liberal arts program.

We [illegible] looking for the entire community, I think, in vocational education. Well, when we look at costs, we need funds to be effective, but we also need to involve the entire community, the expertise of personnel in this community, the expertise that can come into the students and say, "Here is the way it is. I don't know what it is in your textbooks, but here is the way it is."

I saw that this morning. That is the kind of things we need to tap the resources of the community. There is a fantastic amount of resource material and human potential in every community, if you take the time to get out and look for it.

We need special equipment sometimes that we cannot afford, yet by tapping the resources of the community that equipment can be made available. I refer to one incident I can think of, a civil engineering technical program, a local civil engineering firm provided for instructional purposes under contract certain very, very expensive pieces of equipment that helped complement the program and yet the institute did not have to invest in it. We believe that the special facilities in the community can be tapped, if approached properly, too, and I believe within the institution itself, many times we say, you know, "Offlimits to the boilers, the chillers in the system, the controls in the institution itself," which might be a valuable asset in training within the institution.

We believe that combining the entire resources of that community, vocational and technical education can be responsive instruments in meeting pragmatic needs of people throughout the country.

I thank you, and I will be happy to respond to any questions.

Mr. SIMON. Thank you for your testimony. We are happy to have you in the State of Illinois.

[The prepared statement of Dr. W. Travis Martin follows:]

PREPARED STATEMENT OF DR. W. TRAVIS MARTIN, JR., PRESIDENT, REND LAKE COLLEGE, INA, ILL.

Mr. Chairman, Members of the Committee, thank you for the opportunity of speaking to you about vocational education. My comments will be brief.

Vocational education is an approach throughout the country in dealing with the source of people problems—problems in acquiring practical and pragmatic skills and knowledge urgently needed by our country in the development of a society that relies heavily upon all of its people as productive citizens in the fields of business, industry and agriculture.

Vocational education is concerned with helping people in acquiring a practical education in the most effective way in order to become productive as a citizen and worker in our society.

Throughout the country educators have tended to divide vocational education into two categories. One is referred to as secondary vocational education, which is associated with many of the high school districts throughout the country. The other is post-secondary vocational education, which most often is associated with the community college.

In essence, vocational education, regardless of which category, should and must meet the same standard of performance. However, it is my opinion that vocational students who graduate through the post-secondary system after having completed their secondary education, show more stability in acquiring and maintaining employment in their chosen field than those students having graduated in a similar program through the secondary system. This in no way suggests that the secondary system has standards less than those of the post-secondary system. The problem lies in the general maturity of the student. It suggests that students of secondary age, in spite of the fine efforts of certified counselors, have not reached in most cases the maturity to really know what they want to do with their lives. I further believe that the negative report that was produced for the Congress by the General Accounting Office which indicates that a low percentage of vocational graduates actually were employed in the field in which they were trained. These figures were gathered by the General Accounting Office, and it is believed that many of the statistics were based, not upon post-secondary education, but upon secondary vocational education. It would be interesting for the Congress to delve into this and determine specific differences.

In the past I have been associated with both segments of vocational education and can point to specific cases in which secondary and post-secondary programs have produced superb graduates. However, in the long run, it would appear that the older student has a better idea of what he or she wants to do with his or her life and shows more determination and perseverance in achieving goals.

It would appear that, when tax dollars are so limited throughout the country in these times in which we live, we must be objective in making allocations. Therefore, it is suggested that, to achieve the most mileage with the monies available, stronger support of post-secondary vocational education is urgently needed. On the other hand, as students move through the secondary system, it is important for them to receive an educational program that will allow them to make realistic choices regarding their futures and types of occupational pursuits that will help them in making realistic choices of vocational goals after high school. More important, the finest vocational programs cannot be achieved at the secondary level until a good program of guidance is initiated. This program consists of several procedures. First, the high school should concentrate on developing the best industrial arts program possible, which should be part of the total spectrum of career guidance as advocated by the Office of Education. Many times we ask young people to make vocational selections before they know themselves very well or even before they have any experience in the industrial arts. Unfortunately, some educators even today confuse industrial arts with vocational education. Some administrators believe that they have vocational education programs when in essence they are running industrial arts courses.

Once the secondary system prepares their students to make a selection with a strong career program backed up with industrial arts, then an appropriate vocational program should be considered, and only then.

It is also important that the industrial arts program be provided with a good guidance program which leads toward effective career selection. Even if the secondary district has no vocational offerings, students are in a better position to make realistic vocational career goals after leaving high school.

Many secondary school systems are too small to justify a vocational program, for it is unrealistic for a small district to offer high school students only one or two choices. All people are human creatures with unique skills, abilities and interests, and, without a broad diversity of options, they find themselves studying in an area, not so much because they are interested or fascinated with the area, but simply because they thought the vocational courses would be a lot easier or better than having to sit through what in their opinion might be considered "dull academic courses." This, of course, results in the high attrition rate as far as the graduates who pursue the occupations in which they were trained while in high school. Some of this exposure may be of value to these high school graduates as they leave and eventually find an occupation to which they are better suited and more interested.

On the other hand, society already has too many people who find themselves locked into educational programs not because they were of interest or because they wanted them, but because it was the thing to do, their parents or friends thought it was the thing for them to do, or they had little choice provided—it was this program or nothing. These people today are what I refer to as "the human robots of society." They do a job in an acceptable manner, they go through the motions of living, but nowhere in their lives do they find the opportunity to enjoy what they are doing or derive any sense of pleasure or well being from their labor. It is terribly wrong in our society that we produce unhappy citizens because they become entrapped in an "educational maze."

Therefore, you are urged to give serious consideration to the support of secondary systems with first priorities enabling students first to learn about themselves, understand their potential and tap that potential, and provide high school graduates who have had the opportunity to mature to select realistic goals or objectives.

On the other hand, we should recognize that some students may not be able to adapt to traditional secondary educational patterns due to their advanced maturity which may not be recognized by the educators within the system, for we do know that many school leavers do not leave because of their inability to handle the level of difficulty of the curriculum but in many cases due to the lack of understanding on the part of educators attempting to deal with them.

If we are to have vocational education that is meaningful to students in business, industry and agriculture, then we must provide the support necessary to carry out the challenge. First, we must be able to employ instructors who are experienced within the specific vocational areas that are being taught. We need teachers who have been and experienced those things within their occupational fields that they expect the students to do and to achieve upon graduation. Academic preparation alone can never be the sole factor in preparing qualified instructors to teach in vocational settings. Secondly, vocational programs must have access to equipment that is current. Students taught on obsolete equipment have obsolete skills. This is an extremely expensive item since we all know that technology moves at such a rapid pace that much of the equipment in business and industry become obsolete before it is worn out.

Third, we must recognize that in order to meet individual interests and needs, comprehensive offerings must be made available to students. If we fail to offer a broad diversity of opportunities, we fail to recognize the unique characteristics of every individual citizen who has his or her particular contribution to make. Our society is diminished every time that we fail to tap the full potential of every member of our great American society. Fourth, it is important for society to again move away from the concept that vocational education is terminal education. Education is an on-going process—it does not simply occur in the formal setting of educational institutions. We all learn before we first enter school and we continue that process as long as we live.

This committee is urged to consider through recommended funding patterns to encourage institutions of higher education to recognize that many vocational graduates have already accomplished major learning and simply need an opportunity to move on to more advanced education should they feel the need.

There should be greater coordination for transition between vocational educational institutions and four year colleges. I am optimistic at this time for it appears that more four year colleges and universities are recognizing these vocational pursuits can provide an excellent foundation for those who wish to continue their education and that such vocational experiences may very well some day be applicable toward the pursuit of a college degree. It seems logical and fitting that if a university can offer college credit courses in basketball, tennis, golf, social dancing, and possibly basket weaving, that courses such as semi-conductors and diodes, instrumentation, automatic transmissions, hydraulics, thermo-dynamics, photogrammetry, and human physiology should be worth some small consideration. Thank you.

Mr. Simon. Now we have Dr. Ray Searby, president of Kaskaskia College, where they have an excellent program.

Dr. Searby. Thank you, Paul.

STATEMENT OF DR. E. RAY SEARBY, PRESIDENT, KASKASKIA COLLEGE

Dr. Searby. I think it is both a privilege. I feel and I think my staff and the district I represent, the college, feel it is both a privilege and yet a distinct responsibility we have to testify today. We are presenting our testimony in this respect.

Kaskaskia College—and I might say you asked, and I hope my arithmetic is correct—I believe we represent 10,000 to 11,000 students.

Mr. Simon. At the four colleges?

Dr. Searby. Four colleges. Kaskaskia College itself has a 3,000 headcount, and about 40 percent of our students are vocational students.

My testimony begins with some premises in vocational education which I feel strongly about, and it ends with the needs that I feel any vocational bill or any set of bills should meet. In between is some background information for you about Kaskaskia College, our vocational programs, and what we see in the future for ourselves and southern Illinois.

I will limit my remarks then, and I will summarize these briefly, that is, the premises and needs I feel for vocational education. (1) My first premise was that vocational education is a lifelong process. Updating in a vocation, education for new careers, retirement, retraining, and avocational interests will bring a person back to vocational education facilities several times in his or her lifetime. (2) Vocational education in the Illinois school system offers the community college system a unique educational opportunity.

We have heard quite a bit about orientation, and I would like to stress then that we are on the firing line at the community colleges in job entry and often job reentry. I support the point made by the secondary school speakers previously, and I feel quite strongly we should be in an orientation area, and I would move it, as they have, to the elementary level. (3) Vocational education is inherently more costly to offer than other educational categories, such as the baccalaureate. (4) All education has vocational implications. (5) Vocational education should include general education. (6) Vocational education is the least advanced in educational developments, but more importantly, the most changing in our educational systems today.

I would jump now to the needs then that I feel a vocational education and avocation bill should serve. I support 3036, and we would urge its passage to improve existing career opportunities, and more importantly, new opportunities for the people of our district.

Again, No. 1 in the needs that we feel should be met—I might add that I think my points have been made by my colleagues here more than once already in the short hearing—of the community colleges.

One: Vocational education should be available to all. We feel that within Illinois the community colleges are a logical educational delivery system to meet that need. I should I think quickly say we have 17 underlying high school districts in our college district, and 2 of those can offer a fairly comprehensive vocational program. The other 15 need help, and they are looking to us for help. They can offer an orientation-type program, and that's about it.

The two that offer complete programs I do not feel are competing with us in any way, shape, or form. We take off from where theirs ends.

Two: Community colleges, or postsecondary, as you refer to it, funding should be increased. Rather than be in the category of all of us, I think, asking for continuing increases as we always do, I would make the point that it is to meet the unmet needs we are seeing today and in the future.

Three: There should be some permanent, or some basic, permanently based levels of financial support for ongoing vocational programs. I see that in the bill. I would make the point, though, it cannot be "in" and "out" support, a grant we have 1 day and lose the next.

The next point is there should also be grants available for innovation, for development, for exemplary programs and all the many other purposes we can use the grants for.

Also, I see the next item is long-range planning should be required of State-administering bodies and institutions offering vocational education. Planning already in place should be utilized, rather than imposing layers of bureaucracy.

Sixth: Coordination possibilities with CETA should be maximized to provide opportunity for the earn-as-you-learn concept, which, in a high unemployment area such as we have in our district, this possibility offers a lot of help with our unemployed.

I would also then include in the CETA that they have in their program vocational counseling and also placement aid, which is available, and I believe you have that.

Seventh, and this is probably a repeat of a premise: recognition that financial funding of vocational programs may include courses that are both vocational and general education in nature.

Eighth, which is a summary, I think, of all the needs I feel: Provides that the bill should provide financial assistance in developing, equipping, and operating of approved vocational programs.

Thank you very much.

Mr. SIMON. Thank you.

[The prepared statement of Dr. E. Ray Searby follows:]

PREPARED STATEMENT OF DR. E. R. SEARBY, PRESIDENT, KASKASKIA COLLEGE

Mr. Chairman, Members of the House Subcommittee on Elementary, Secondary, and Vocational Education, it is a privilege and an important responsibility to present the following testimony in regard to one critical element of our educational opportunities for students of all ages in our nation today. That element is the vocational education offered in our schools; and of even more concern, the vocational education that should be offered to our populace.

My testimony is based upon the following premises in vocational education: (1) Vocational education is a lifelong process. Updating in a vocation, education for new careers, retirement, retraining, and avocational interests will bring a person back to vocational education facilities several times in his/her lifetime; (2) Vocational education in the Illinois school system offers the Community College System a unique opportunity; (3) Vocational education is inherently more costly to offer than other educational categories; (4) All education has vocational implications; (5) Vocational education should include general education; (6) Vocational education is the least advanced in educational developments and most changing in our educational systems today.

The State of Illinois has a commendable system of community colleges organized under the Public Junior College Act of 1965, amended to the Community College Act in 1973. This Act mandates Vocational Education as one part of the required offerings of a comprehensive community college. Continual guidance by the Illinois Community College Board, local college development of courses and programs, and established evaluation procedures all under the final jurisdiction of the Illinois Board of Higher Education have contributed to significant achievements in Vocational Education in Illinois. My testimony today will be concerned with Kaskaskia College which should supplement and be a supporting part of the total picture or testimony of our total state system.

HISTORY OF KASKASKIA COLLEGE

In 1940, the Centralia Junior College was created as a Class II Junior College under the auspices of Centralia High School District #200. Operating with the High School in facilities, district, and monies was not conducive to growth or broadness of programs. However, transfer students, baccalaureate bound, were served well with quality instruction. Vocational programs did not exist. Gradual enrollment increases occurred to approximately 500 students in 1965, when the Illinois Junior College Act was enacted and Centralia Junior College, re-named Kaskaskia College, became the first chartered college under the Act of October 16, 1965. This year, 1975, the tenth anniversary of founding Kaskaskia College, its vital statistics are as follows: 3,000 enrollment (40% vocational); 2,300 square mile district; 105,000 district population; $2.2 million annual budget; 380 associate degrees and certificates awarded annually; 28 vocational (occupational) programs; 13 baccalaureate programs; 177 general studies courses; 208 vocational courses; 132 baccalaureate courses; 92 full-time employees; 200 part-time employees; 165,000 square footage of permanent building campus space; fully accredited and recognized; comprehensive in course and program offerings.

This growth earned through dedicated service in education should be but a beginning for Kaskaskia College as its geographic district reaches some of its potential economically. Within the State System of Community Colleges, Kaskaskia College is small in comparison with many other college districts. There are 39 districts in the State of Kaskaskia College ranks 28th in size of student enrollment. The Kaskaskia College District is demographically described as being mainly small town and rural; Centralia is the largest community having a population of approximately 16,000.

A brief operational synopsis is shown in the President's Report. Other detailed information is available in the college catalog, available upon request.

VOCATIONAL EDUCATION AT KASKASKIA COLLEGE

From no vocational programs at the initiation of the college to a current 40% enrollment in vocational courses, the vocational emphasis has increased to include the following programs in 1975:

Associate Degree Programs: Agribusiness, Agriculture Production, Air-Conditioning and Refrigeration, Automotive Technology, Data Processing, Child Care, Civil Engineering Technology, Cosmetology, Electronics Technology, Engineering Technology, Executive Secretarial, General Business, Home Economics, Manufacturing and Tooling Technology, Drafting Technology, Medical Records Technology, Nursing, Petroleum Marketing.

Certificate Programs: Accounting, Agribusiness, Air-Conditioning and Refrigeration, Auto Body Repair, Automotive Technology, Cosmetology, Dental Assisting, Electronics Technology, Key Punch, Machine Shop, Manufacturing and Tooling Technology, Drafting Technology, Office Curriculum, Operating Room Technician, Teacher Aide, Welding.

In Cooperative Agreements With Other Colleges: Airline Stewardess, Aviation Maintenance Technology, Aviation Pilot Training, Inhalation Therapy Technician, Medical Assistant Program, Medical Laboratory Technician, Radiologic Technician, Construction Management Technology.

Placement and vocational counseling are available to all students. A student is required to see the vocational counselor before first-time registration so that an individual educational program can be designed for each student. Many vocational students already are in their new career; but, if they are not, college placement services can usually place them at the completion of their program. We have many students who "opt out" ahead of program completion. We consider those successes also, because they have gotten skills or attained a skill level suitable to them at the time. Often these students are back to add to skills or to complete the rounded program they may have started.

Advisory committees of people actually working in the given field are used for every vocational program the college offers. These committees keep our programs relevant to their career areas.

FUTURE OF VOCATIONAL EDUCATION AT KASKASKIA COLLEGE

We believe that our greatest growth in the future will be in vocational education. This belief is based upon our knowledge of our district, the knowledge of the educational needs and wants of the people of the district, and upon the future possibilities of economic development in a geographic area that has workers in abundance, has natural energy resources in coal and its related refinement processes, has large water reserves, and has available transportation capabilities. We expect Southern Illinois to industrialize to the extent of the balance of the State or to a greater degree.

At Kaskaskia College, we have realigned the instructional organization and staffed for this potential growth. We are fiscally sound, but we do not have extra resources for equipment and extra instructional costs. Governmental assistance in these areas can mean the difference between success in serving vocational education needs of the district or not being able to offer needed programs.

Vocational programs planned for the near future include: Law Enforcement, Banking and Finance, Food Service Management, Supervisory Management, Coal Mining Maintenance, Industrial Maintenance, Graphic Arts, Small Engine

Repair, Horticulture, Diesel Engine Repair, Upholstering, Marine Engine Repair.

These vocational programs require development time and money, facilities, equipment, and operational monies above "normal" credit hour costs. In our current programs, a vocational program will often cost $10 to $30 per credit hour more than a transfer program.

SUPPORT FOR VOCATIONAL EDUCATION BILL

Kaskaskia College, its staff, and its citizenry support the proposed Vocational Education Bill and would urge its passage to improve the career opportunities and to offer new opportunities in career education for all persons in the United States. We offer the following needs that such legislation should meet:

1. Vocational education should be available to all. In Illinois, Community Colleges are a logical educational delivery system to meet that need.
2. Community College (post secondary) funding should be increased.
3. There should be some basic, permanently based levels of financial support for ongoing vocational programs. It cannot be "in" or "out" support.
4. There should also be grants available for innovation, for development, for exemplary programs, etc.
5. Long-range planning should be required of state-administering bodies and institutions offering vocational education. Planning already in place should be utilized rather than imposing layers of bureaucracy.
6. Coordination possibilities with CETA should be maximized to provide opportunity for the "earn as you learn" concept, counseling, and placement aid.
7. Recognition in financial funding that vocational programs may include courses that are both vocational and general education in nature. Support approved vocational programs rather than "get hung up" on course coding.
8. Provide financial assistance in developing, equipping, and operating approved vocational programs.

Thank you for this opportunity to present our thoughts, facts, and recommendations on Vocational Education.

KASKASKIA COLLEGE PRESIDENT'S REPORT, 1973–74

PRESIDENT'S OVERVIEW

(E. Ray Searby, President)

This annual report will highlight the events and operations of Kaskasia College during the academic year of 1973–74. Excellent morale of the entire staff caused many beneficial educational occurrences such as excellence in teaching, awards to students and staff, increases in numbers of students served, and a fiscally successful year. The physical aspects of the year included the near-completion of Phase II, and the extensive remodeling plans for the temporary instructional buildings to serve expanding educational programs.

Each of the Deans will outline the accomplishments of their areas in 1973–74 and will also list goals for 1974/75. Statistical data will continue the quantitative history of Kaskaskia College. This year can be well summarized as a year of "making it happen" by a motivated, highly capable staff.

INSTRUCTION

(Virgil I. Bolerjack, Dean of Instruction)

Accomplishments 1973–1974

Extension centers were established throughout the college district. Enrollments in Adult Education (General Studies) exhibited marked growth. A Director of Adult and Continuing Education was designated. New programs were established in Occupational Education with increased enrollments realized generally. Graduates experienced note-worthy success in transfer institutions. Cooperative agreements with other community colleges were effected. Preliminary planning began for on-campus Southern Illinois University-Carbondale Graduate Residence Center. A Business Learning Center was created providing individualized, self-paced instruction. A detailed study and analysis of the Data Processing Program was made resulting in a firm commitment to maintain but revitalize the program. There was markedly increased student utilization of the Learning Resources Center.

Goals 1974–1975

1. Continued emphasis given to increased enrollments in all instructional areas with special emphasis given to general studies.
2. Establish a Southern Illinois University-Carbondale Graduate Residence Center at Kaskaskia College.
3. Certificate programs structured in areas where needs warrant.
4. Study organizational structure in area of instruction.
5. Investigate feasibility of increased individualized, self-paced instruction delivery systems in different disciplines.
6. Study the practicability of mini-courses.
7. Initiate master calendar for orderly utilization of facilities.
8. Review summer schedule for increasing effectiveness and utilization.

STUDENT LIFE

(James M. Hooper, Dean of Student Services)

Services were improved during the past year as registration was streamlined; orientation was revamped to include faculty and student involvement; placement was formalized; follow-up studies were initiated; and financial aids were expanded.

Activities moved forward in a very positive direction; the student body elected a student board member; the Student Congress revised its constitution, initiated an appellate court system, fostered improved student involvement and participation, and assisted in revising attendance and grading policies; golf was added as a new sport and the tennis team won the conference championship.

Goals 1974–1975

A. Services: (1) Improve Registration; (2) Expand Counseling Services; (3) Initiate Community Admissions Information Centers; (4) Create Audio-visual Recruitment Aids; (5) Increase Potential Student Visits to Campus.

B. Activities: (1) Increase Student Involvement; (2) Broaden the Range of Activities; (3) Create Handbook; (4) Add Women's Athletics.

BUSINESS SERVICES

(Duane K. Kessler, Dean of Business Services)

Accomplishments 1973–1974

Achieved a $203,000 reduction of $446,000 deficit (accumulated since 1966–67) in the operating funds. Reached 90 percent completion of the Phase II permanent building project consisting of the Student Services Building, Fine Arts Building, and Cafeteria-Student Center Building. Realized appreciation of cash and investments in the Construction Fund from $652,479 to $685,233.

Goals 1974–1975

1. Complete, furnish, and occupy the Phase II buildings.
2. Remodel and refurbish areas in the interim campus buildings to make additional classrooms and laboratory space available for the expanding instructional program.
3. Employ a computer programmer for administrative data processing applications and additional clerical personnel in the business services and student services offices.
4. Continue to strive for a balanced budget in the two operating funds.

HISTORICAL INFORMATION

	Enrollment	Graduates
Students served:		
1966-67	847	151
1967-68	1,072	234
1968-69	1,393	254
1969-70	1,472	287
1970-71	1,467	[1] 277
1971-72	1,491	301 (+38)
1972-73	1,464	278 (+60)
1973-74	2,100	304 (+64)

[1] (+20 cert.)

OPERATING FUNDS

SOURCES OF REVENUES 1973-74

	Amount	Percentage
Sources:		
Local government	$980,939	44.6
State government	905,623	41.1
Student tuition and fees	214,014	9.7
Federal Government	75,737	3.4
All other sources	25,189	1.2
Total	2,201,502	100.0

EXPENDITURES BY FUNCTION 1973-74

Function:		
Instruction	1,018,682	51.1
Academic support	131,135	6.6
Student services	92,617	4.6
General institutional	299,451	14.9
Plant operation	248,721	12.4
General administration	145,300	7.3
All others	62,964	3.1
Total	1,998,870	100.0

REVENUES AND EXPENDITURES 1966-74

	Revenues	Expenditures	Cumulative balance
1966-67	$351,131	$703,177	($352,046)
1967-68	1,279,804	998,993	(71,235)
1968-69	1,133,007	1,211,494	(149,722)
1969-70	1,474,285	1,540,201	(215,638)
1970-71	1,679,975	1,954,014	(489,677)
1971-72	1,922,712	1,915,463	(482,428)
1972-73	1,814,872	1,778,510	(446,066)
1973-74	2,201,502	1,998,870	(243,434)

Mr. SIMON. I don't believe, incidentally, anybody is here, or the president of Southeastern is not here, so I am sure your colleagues will not disagree with this introduction, Dr. Klaus, if I introduce you as the most outspoken and uninhibited community college president in the State of Illinois.

I think there are representatives of the board back there who are nodding their heads in agreement, or they are just nodding from the length of the session—I am not sure which.

STATEMENT OF DR. LOREN KLAUS, PRESIDENT, SHAWNEE COLLEGE

Dr. Klaus. Thank you very much, Congressman. I would remind you the harmony of this hearing is about to end as I make a few comments here.

Before that happens, however, I do want to clearly state in the record that we at Shawnee College believe Mr. Sherwood Dees and other departments of vocational and technical education have done an outstanding job in the years they have been in business in this State. We think they have been very fair to all of the segments of education in the elementary schools and in higher education. We hope that Sherwood Dees and his staff will be around a long time in a policymaking status.

That is not controversial. I am sure about that, Sherwood.

Now, just a statement on Shawnee College. For some of you yankees on the panel, I live south of Richmond, Va., that is how far south this does go, and you may not know that, but we do operate one of the largest prison education programs in the United States. One thing is unique about it, I think. We have 700 prisoners and "free world" people going to class side by side in a prison as well as on the college campus.

That is kind of an interesting program. We win a few in that one and we lose a few, but generally I think it is a good example of how the free citizens of our district have access, as Paul knows, to millions of dollars worth of Federal equipment in a prison, so we are Government-minded on that.

Briefly, I am going to tell you this, and these are my opinions, and they are likely to be backed by the same amount of massive unbiased reserve as all of the other testimony that we have heard disarray in what ought to be the goals of public education, in my judgment at least, as they are administered from Washington by Health, Education, and Welfare. Keep in mind, gentlemen, I am not saying you have not led us brilliantly legislativewise, but we are not being administered too well by whoever does it, if I understand it.

I contend most education agencies have no clearcut goals or philosophies. I contend that educators, and I am one, are generally confused as to what is going on and what ought to be going on.

I will say to you that wage increases in all industries, including education, without corresponding increases in production, have helped contribute to the rampant inflation we have in this country today.

I will say to you that the population deplosion has demoralized many educators and paralyzed their and our thought processes. Potentially we feel there are not enough students to go around. Thousands of unemployed teachers, my friends, is only the beginning. It is dog eat dog in the education trenches, and that is where the recruiting war is going on.

Student achievement levels are dropping while enrollments are decreasing at all levels. I think the public is fed up with panacea-type education solutions to American problems. Education I think has been oversold, and much of the public is bitter at us.

I strongly support vocational education, but I do say this: Let us not claim more than we can deliver.

Rapid technological changes and a mobile population frustrate your curriculum designers. Industrial leaders can not decide what they want the schools to teach. Trade union entry limitations have demoralized many qualified young people. Some of them are bitter, and I say, "No wonder."

Now, coordination of vocational education programs is a sensible thing, and we all said it. Duplication of efforts causes higher costs than necessary, not to mention the waste of time and teaching talent for students and the public. I would suggest, insofar as funding, that institutions and agencies that prove they can do the job cheaper and better than competing institutions and our schools within the area, they ought to be the ones that you fund. Let's have some competition on the basis of who can do the job better and cheaper, not just necessarily who we want to do the job.

I would remind you there are instances in which students go through several vocational programs that are federally funded, and they never quit going through Federal programs, and they never yet have, or they are still not qualified for a job for whatever reason, and I don't think that is right.

I have had the experience of heading a number of vocational teams that evaluated programs in this State, and it has been a very interesting experience. I think we have a very good program in this State, but I am wasting some of my rather, what I know appear to be irrational statements on what I think I have observed in one of the best States in the Union.

Now, my general comments, for whatever they are worth: I think the public must decide which of our various institutions can most economically offer vocational education at the various levels, and at the proficiency levels desired.

Specifically, on the local level, what is the difference between the goals and course content of vocational education in the K-12 units, area vocational centers, community colleges, and other tax-producing facilities of vocational education?

These are questions we need to answer. What do we mean by quality vocational education? What are its specifics in a local situation? How do we know whether or not our individual institutions are doing what they claim they are doing? Which educational institutions can include a document from job placements and job successes that their system of education does in practice what it claims in theory, and who can do it most economically?

I am going to skip over several pages of unbiased educational analysis of what the role of the public schools and area centers and community colleges ought to be, and you can read it later and come to the same conclusions I find.

I think we ought to place decision-making power at the local levels for those decisions made at the local level, in a legal entity responsible to the public, and within that entity place responsibility and authority for decision-making in specific board and individuals, and not so many of these nebulous committees we have in operation in education today.

I think we must face the closed-shop employment practice of at least some trade unions in this country and solve that problem, or at least inform students as to what they are up against, especially our black students.

I think there should be no Federal funding to any local unit unless it eliminates all nepotism in its employment practices.

I believe that citizens can regain local control of education to the extent that it is necessary by demonstrating local responsibility. This means solving the local difficult problems as well as the simple ones. Too many times we expect the State and the Federal Government to reconcile local political conflicts when we in fact ought to work them out for ourselves.

I believe that representatives of locally elected boards from the various institutions should be the group to make local policy decisions, because they are elected by the people; they represent the people, and that is the democratic way.

Each of the educational levels ought to do what it does best. The public schools ought to offer a sound basic education from kindergarten to 12th grade. I spent 16 years as a public school superintendent and principal. The community colleges ought to operate comprehensive occupational programs for all people beyond high school age. The public schools should not be offering community college-type courses, and the community colleges should not be dabbling in public education below the 12th grade level.

Joint faculty committees representing all institutions at all levels should be working continuously in planning and evaluating the vocational education curriculum. This ought to eliminate gaps and duplications that may now exist.

All districts, and by that I mean community colleges, public schools and vocational centers, ought to do such simple things as exchange copies of their 1- and 5-year vocational plans. If you want to work together, that is an excellent vehicle for finding out how we can do it.

The community colleges and the area vocational centers and public schools should use joint citizen committees. This will familiarize the public with programs of all agencies, and the citizens will tend to keep it all honest. Each community college or area vocational center ought to have a number of advisory councils, and there ought to be multiple-use of facilities where possible, and use of the same facilities by different agencies over and over. Community college and area center programs must be planned in cooperation with area high schools and eliminate gaps and overlapping between the various programs, and you should not fund this until we do that.

Finally, and this is it, any local district college or university ought to answer three simple questions before being allotted any Federal or State dollars—and they go like this in southern Illinois:

Just tell it simply. What is it you are going to do? How are you going to do it? And how will we know when you have done it?

That in a general way represents what I think on this. Up until today I always thought that Congressmen had it pretty soft. But you fellows, I really commend you for sitting here through all of this today.

Thank you.

Mr. SIMON. We thank you.

[Prepared statement of Dr. Loren Klaus follows:]

PREPARED STATEMENT OF DR. LOREN E. KLAUS, PRESIDENT, SHAWNEE COLLEGE, ULLIN, ILL.

I am going to tell you that:

1. Governmental policies are utterly in disarray as to what ought to be the goals of public education.

2. Most educational agencies have no clear-cut goals or philosophy.

3. Educators are generally confused.

4. Wage increases in industries, including education, without corresponding increases in production have contributed to a rampant inflation.

5. The population de-plosion has demoralized many educators, and paralyzed their thought processes. There aren't enough students to go around. Thousands of unemployed teachers is only the beginning. It's "dog eat dog" down in the educational trenches.

6. Student achievement levels are dropping while drop-out rates are increasing at all levels of education.

7. The public is fed up with "panacea-type" educational solutions to American problems. Education has been oversold. And, much of the public is bitter at us. I strongly support vocational education, but, let's not claim more than we can deliver.

8. Rapid technological changes and a mobile population frustrate curriculum designers. Industrial leaders can't decide what they want the schools to teach. Trade union entry limitations have demoralized many qualified young people. They are bitter. No wonder.

9. Coordination of vocational education programs is essential. Duplication of efforts causes higher costs than necessary—not to mention the waste of of time and teaching talent for students and the public.

GENERAL COMMENTS

The public must decide:

1. Which of our various institutions can most economically offer vocational education at the various levels of proficiency desired.

2. Specifically, on the local level what is the difference between the goals and course content of vocational education in the K-12 units, area vocational centers, the community colleges and other tax consuming procedures of vocational education.

3. What do we mean by a quality vocational education program? What are its specifics in a local situation? How do we know whether or not our individual institutions are doing what they claim they are doing?

4. Which educational institutions can clearly document from job placement and job success their system of education does in practice what it claims in theory? And, who can do it most economically?

ROLE OF THE PUBLIC SCHOOLS

I contend that the public schools ought to:

1. Concentrate on what they do best. They ought to teach children how to effectively read, write, spell, speak, thing for themselves, appreciate American history. And, to learn how the American system or representative government is supposed to work, learn how to protect themselves from propaganda from all sources. And, to learn how to intelligently watch TV and read newspapers.

2. Teach children how the laws of economics work regardless of transient philosophies.

3. Teach children the values of the American "work ethic", and what it has contributed to the nation and individual citizens.

4. Make children aware of the workings of our industrial society.

5. Make children aware of the kinds of jobs it takes to make our system work.

6. Offer exploratory vocational education course making it possible for school children to formulate general impressions as to jobs they might learn.

ROLE OF THE AREA VOCATIONAL CENTER

I contend the area vocational center should:

1. Carefully articulate its curriculum with other area educational institutions including regular public high school programs, public school adult education programs, local community colleges, and other agencies.
2. Should guard against developing an academic—vocational dichotomy.
3. Should operate within a geographic context travel time to a reasonable maximum.
4. Should replace the curriculum offerings of public school vocational courses offered by the high school during regular school day.
5. Should be large enough to offer a reasonably comprehensive curriculum.
6. Should offer in-depth, exploratory vocational courses.
7. Should make sure course duplication is avoided between itself and other agencies.

OBSERVATIONS REGARDING VOCATIONAL CENTERS

1. Cooperative education programs seldom have a high priority ranking with local boards of education, superintendents and falculty. This is because no one district really feels morally and legally responsible for a cooperative program—this feeling may apply to area vocational centers. In a tight budget situation their funds are cut first.
2. Cooperative educational ventures are not as readily accountable to the public because of the cumbersome and indirect government system.
3. Area centers don't really have a readily defined clientele, consequently, no one really feels loyalty to them.
4. Effective programming is difficult in an area vocational center because each of the participating agencies is fearful of losing authority and students. Consequently, the center tends to receive only luke warm support from underlying faculties.
5. Staff hiring and firing is often difficult in cooperative programs. Some cooperating superintendents expect the area center head to be a tiger when it comes to removing and disciplining bad teachers. He wants them fired as long as he dosen't have to do it. Quite the opposite to the courage he shows in handling his own incompetent staff members.
6. The cooperative teacher is an orphan. He dosen't really belong to anybody. And, he knows it.
7. The area vocational high school center and all other cooperative arrangements can work. It's up to the guts and determination of the underlying and participating school superintendents. It takes wisdom but it will work.

ROLE OF THE COMMUNITY COLLEGE

I contend that:

1. The community college should be the post-secondary vocational center for the area.
2. The community college should attempt to serve unmet vocational needs of the community.
3. The community college should work cooperatively with all other area vocational training centers at all levels to make sure that there are no curricular gaps or duplications.
4. The community college should create various advisory committees. Those committees should consist of educators as well as citizens.
5. The community college should drop its courses that are duplicated by other institutions in the area.
6. The community college should keep in close contact with local region superintendents, public school superintendents and boards of education.

OBSERVATION ON COMMUNITY COLLEGES

1. Some community colleges operate as if they were the only educational institution in the area. They pay no attention to the kinds of underlying public school vocational programs—nor do they attempt to work with area vocational centers.
2. Some community colleges want to be totally independent of restraints from any group whether it be a local or state agency.

3. Some community colleges pay careful attention to articulating programs with other agencies. They work cooperatively to satisfy the unmet needs of the people. And, they don't worry about who gets the credit for meeting the need.

WHAT TO DO ABOUT IT

1. Place decision making power at the local level in a legal entity responsible to the public. Within that legal entity place responsibility and authority for decision making in specific positions and individuals—not committees.

2. Face up to the faculty power problem, and alert the citizens as to its significance.

3. Face the closed shop employment practices of the various trade unions, and solve the problem or at least inform students as to what they are up against.

4. Eliminate all nepotism in employment practices.

5. Regain local control of education by demonstrating local responsibility. This means solving the difficult local problems as well as the simple ones. Do not expect DVTE or other state agencies to reconcile local political conflicts. Representatives of locally elected board members from the various institutions should be the group to make local policy decisions. The educational service region superintendent should play a key role in this process. Eliminate personality influence. Ask for input in writing. Decide who does what.

6. Each of the educational levels ought to do what it does best. The public schools ought to offer a sound basic education from Kindergarten through the 12th grade. The community colleges ought to offer a comprehensive occupational program for all people beyond high school age. The public schools should not be offering community college type courses. The community colleges should not be dabbling in public school education below the 12th grade age level.

7. Joint faculty committees representing all institutions at all levels should be working continuously in planning and evaluating the vocational education curriculum. This ought to eliminate gaps and duplication that are now obvious in the state.

8. All district community colleges, public schools and vocational centers ought to exchange copies of their 1 and 5 year vocational plans.

9. The community colleges, the area vocational centers and the public schools should use joint citizen committees. This will familiarize the public with the programs of all agencies. And, it will keep everybody honest.

10. Each community college and/or area vocational center ought to have a number of advisory councils—especially a superintendents advisory council.

11. There ought to be multiple use of facilities wherever possible.

12. Community college and area center programs must be planned in cooperation with area high schools. This will eliminate gaps and overlapping between the various programs. A faculty technical advisory committee should be asked for input—plus citizens.

13. State and federal governments ought to re-evaluate local institutions that demonstrate they can do a quality job at less cost than other competing institutions. There is no need to funnel state and federal money into local institutions that are inefficient in terms of producing quality program at more cost.

Those, then are my thoughts in a general way regarding occupational education.

Mr. SIMON. If I may just toss a couple of questions, and then some other members of the committee can toss some at you.

You, Dr. Klaus, mentioned about letting the public decide, and then you talked about, and I am a little confused as to exactly what you mean, about "local entities." Are you talking about a separate governmental entity for vocational education, or what precisely are you suggesting?

Dr. KLAUS. I am saying this. Although we should cooperate, in the final analysis, it ought to be a locally elected board that makes the decision for whatever we are going to do with the taxpapers' money. For example, if we have a community college, Congressman Simon, and public adult and vocational education and an area vocational center, and all of them attempt to offer the same thing, the publicly elected board members ought to get together as representatives of the public and ought to decide which one of the three or ones of the three is going to do that. Then it might be decided, for example, that School X will teach subject so-and-so, and School Y will teach another subject, but there won't be any question as to who is doing what in terms of legal responsibility.

Mr. SIMON. You are not suggesting a new governmental entity?

Dr. KLAUS. No, I do not.

Mr. SIMON. I will yield to the gentleman from South Dakota.

Mr. PRESSLER. Getting back to my concern about the local districts and how we finance local education, and the regional concept of these working together, do you really have a responsible public body where you have a locally elected school board in dealing with this?

I am not optimistic that they can be really responsible to a regional sort of arrangement. Who do you hold responsible in an election for these decisions? How do you sort them out?

Dr. KLAUS. As you well know, a democracy, as evidenced by the U.S. Congress, is not the most efficient operation, but it is the way the free people govern themselves. And when people elect folks we oftentimes make mistakes, but the electorate is the only group that has the privilege of making those mistakes.

What I am saying is that the people, although perhaps inefficient, have the right to make these decisions and the right to make the mistakes, as compared to having those decisions made by professional people, hired men like us at the panel or teachers, and, as for input, that is true, but the decision must be made by citizens, even though they appear to be biased.

Mr. SIMON. When you talk about elected officials making mistakes, you didn't have the subcommittee in mind?

Dr. KLAUS. Absolutely. I would remind you there are other people on this panel.

Mr. SIMON. I will yield to Mr. Quie.

Mr. QUIE. Let me ask about the 1202 commission. The idea we had when we set up the 1202 commission was that at least all of the people involved in that portion of education would be joined together in planning for distribution of the programs. I know on the State level they are elected, but can you give us your views about the 1202 commission in light of your recommendations for having that input?

Dr. KLAUS. I don't know that I can answer the question intelligently, but that is not unique. I was one of those people in this State who 4 years ago favored one board of education for all education in this State from the kindergarten to the university, because I feared something would happen just like what is happening in this State now.

We have, of course, as you know, a State board of education and other boards, and I think we have some 60 different boards in higher education, including the community colleges. We have what is known as a system of systems, and it is pretty damn tough to wade your way through all of this.

Ask me the question again.

Mr. Quie. About the 1202 commission and title 10 in the Higher Education Act. The commission was set up so that all of the planning for occupational education would be done in conjunction with planning for all of postsecondary education. Later, in the administration of the plan, everybody would have input, even elementary and secondary school administrators so planning and policy decisions wouldn't be made in isolation.

Dr. Klaus. I am not knowledgeable enough in the everyday workings of that commission to answer.

Mr. Quie. Well, it would be interesting to have a conversation between you and Sherwood, to see how it works.

Dr. Klaus. If Sherwood has anything to do with it, I am for it.

Mr. Simon. Periodically I get letters from people who say:

> I took a course and trained for such and such, and I got my certificate or degree or whatever it is, and there are no jobs available.

Do you periodically drop courses simply because there are no jobs available?

Do you periodically drop courses simply because there are no job openings, or as long as someone is willing to take the course, do you keep offering it? Let me toss that out to all of you.

Dr. Martin. I think with the fluctuating economy you have to look at what you are talking about insofar as the future is concerned. In some cases it could be the job is definitely not one that is current, and it is inappropriate, and then, on the other hand, it could be the economy is such that people can't get jobs at the time, but you have to ask that question, "Do you eliminate the program, knowing that when the economy shifts within a few months or a year, that there will be a great demand for these people?"

Mr. Simon. But there is a tendency, and I fear in education as in Government generally, for us to get into ruts. If we create at the Federal level some kind of agency, you know, that just exists in perpetuity, and I have a feeling that sometime the same things happen with the courses included in the vocational field. I am just interested in that evaluation process.

Dr. Tarvin. I think we are a young institution, being 7 years old, and I can recall two vocational programs we dropped in the history of that 7 years. But I think it goes back to something very difficult to create many times, a vocational program, and perhaps this difficulty prevents what you are talking about from happening as often as it might in terms of the planning that goes on, because there must be surveys taken, and there must be very good knowledge of the manpower needs that will exist for the next 3 to 5 years within the particular district we serve before a vocational program is begun.

For example, there might be a lot of vocational needs in the northern part of the State, but as the system is structured here, that would not testify to our having a program in our particular area, because as I mentioned before, many people want to live in the area, or in their own area. So our programs are geared to serve the populace as they have been in our district.

I would not deny there are people who perhaps train and then don't get a job, but there are many many circumstances involved in cases of that nature. But I think there is accountability in what we are doing, the placement surveys that we do year after year finding out and every 2 or 3 years coming back and following up on what the graduates are doing and where they are.

I think it relates to something we said earlier. I think the student that is getting at the postsecondary age, that they are in our programs most of the time by choice, and consequently they have a much higher grade of success probability. I think, because they are selective, and they will succeed and find a job. I guess perhaps that is, I think, again a reason why we should keep a wide open attitude for a career education concept in programs of career education up throughout the secondary level, and not force decisions upon the use until perhaps at the age they come out of high school. Once they enter a field, I think they are much more likely to have success in that field. I know it is skirting around with what you specifically asked, but we do our best not to turn out people in the district for which there are no jobs in that district.

Mr. PRESSLER. Will you yield?

Mr. SIMON. Yes.

Mr. PRESSLER. This is my last question. Briefly, in the trade union situation which was mentioned here, that we should be more candid with some of our students about the difficulty of getting into a trade union, what is the situation in Illinois? Do many of your graduates train for a skill and then are unable to get into a trade union?

Dr. KLAUS. I think that this is a situation in which the local school, whether it is, you know, a public school or community college, needs to work very carefully with the local union people, whoever they are, and whatever trades that exist. They need not skirt the issue. They need to have a clear understanding that if we train X number of students in X kinds of skills, what is going to be the opinion, or what was going to be the position of your trade union in terms of admitting them so they can become practitioners of the art?

I think this is an issue in the Chicago suburban area and in every place in the country. I think, perhaps, it is not a problem in some places as much as others, but all I say is, let us not train people and then turn them out as qualified people, and for whatever reason they cannot then get a job as related to this.

Dr. TARVIN. Our process is different in that involving the unions in development of programs, we have at times not developed programs because of information we obtained from the trade unions. Perhaps this could be said to be skirting the issue, but from our standpoint, we felt like I guess it was enlightened self-interest, I guess you might call it, because it was, we thought, rather foolish to produce people who, although perhaps there would be jobs in the area, that if they still couldn't be admitted to the trade union it was a joke on them.

Mr. HALL. Will you yield?

Mr. SIMON. Yes.

Mr. HALL. I would like to expand on Mr. Simon's line of questioning.

Are we not rapidly approaching the point when we must tell the students coming out of high school and perhaps going into junior colleges and colleges: "You are approaching the time when you may have to think in terms of not only one but maybe two or three occupations in your lifetime"?

Are you addressing this in your programs? Can you speak to that for just a moment?

Dr. TARVIN. Yes, sir; I believe we are addressing that factor. I think the mere statistics that are the average age of community college students in the State of Illinois is 27 years of age, that that says something, because we have a lot of people between 18 and 21 enrolled in our programs, so to pull that average up, there has to be a lot at the other end of that spectrum also.

I don't believe we are addressing it nearly as successfully as we will have to meet the needs, but I think we are addressing it, which is again, I guess, a plea for seeing that Federal funds reach vocational, occupational education at the postsecondary level. I believe that very sincerely it is in this environment that a person is most likely to come back to be retrained or retrenched to seek another career such as I earlier mentioned in the CETA program, and the specific aim is to provide people out of work with another job skill, perhaps the job skill they have not any longer being a usable one.

I think they can come back into the environment of the community college, which has many adult learners there already, and feel at ease, and go from that point and have a much greater chance of success in that.

There is a lot of emphasis being placed within the community colleges of our State in what is termed in the jargon language as open-entry/open-exit, where students can enter at any point during the year and come in, and after achieving certain directives then move out into the field of work again without coming to a commitment of 1 year or 2 years or things of this nature.

This, again, will provide for that adult learned to get the skills that they need. Many times they are able to do this while holding onto the job they do have already.

Mr. SIMON. One final question, and I will have no more questions. What happens when a student from Shawnee College wants to take the coal mining course curriculum at Rend Lake? How do you work that out?

Dr. KLAUS. The student, being a citizen and taxpayer in the Shawnee District, would make his arrangements with the proper people at Rend Lake, and he would come to us, and we would issue what is called a charge-back statement, which means we pay to their district whatever the cost is, as we don't have the program.

We do it all the time in various programs throughout the State.

Mr. SIMON. No further questions, Mr. Chairman.

The CHAIRMAN. Mr. Quie?

Mr. QUIE. Mr. Chairman.

First, Dr. Martin, it seems to me you made a statement emphasizing the importance of industrial arts. Why is this—is it because from your experience you see an improvement in it?

Dr. Martin. My feeling is if we look at priorities and look at cost-effectiveness and accountability, I think when you consider the total graduates that leave the postsecondary system actually going into an occupation and staying in that field and contributing to society through their training, you find a higher percentage. But the reason for that would be they are more mature.

Another reason is they have been exposed, particularly in the smaller districts, to a more rural orientation. Then how do you take a graduate from high school who has only had the traditional general education curriculum and say: "Now we are going to offer you an opportunity in vocational education"?

Now say one is a machinist or mechanical engineering technician. He says, "What's that?"

He has no concept of what the occupations are all about.

I think through an industrial arts program, exposing in a gradual process, at least they have then been exposed. If every person were required to go through this type of exposure, if the student said "I didn't like any of it," he has learned something about himself. Or he could say "I didn't like most of it, but I liked the metal machine when it ran, and it gave me a good feeling to make something in metal," and he has a better concept of what he likes and doesn't like and what his interests might be.

So it is more than strictly a good counseling program. I consider a good counseling program as part of this total exposure, and also utilizing the resource of the community. I would rather see, or I don't think one should fund a high school vocational program until first they have adequately funded something to help people make a realistic choice, even in high school.

I think that is what is happening in high schools in your vocational programs. You have some industrial programs that are dubbed as vocational programs, and I believe if you have vocational training, whether secondary or postsecondary, the standards have to be the same. If you are going to be a draftsman you are going to be a draftsman.

Sometimes I see watered-down programs at the high school level, which the students are not performing well in. This is my experience, and I am not talking about any specific State or district.

Mr. QUIE. In your experience, have you seen any difficulty in trying to determine what is industrial arts and what is vocational education?

Dr. MARTIN. Well, I would say that the industrial arts is an attempt to expose a student to all phases of industry in the various branches of electricity, electronics, metal, wood, every phase; not to try to develop superskills, but simply becoming acquainted with a process and what is involved in these various occupational areas of industry, so they are a little more knowledgeable in this.

Some of them, incidentally, may acquire skills they might be able to use in getting entry into an occupation, but it is coincidental and not the main objective.

Mr. QUIE. I would like to ask you, Dr. Tarvin, about the statement you made in support of H.R. 3036. I assume the others also support the provision in the legislation which requires that 40 percent of the money goes for postsecondary education. Right now we don't have that, but there is nothing to prevent any of the States from putting funds into vocational education. Why do you think you need the help of Federal legislation to get an adequate amount of vocational education money in postsecondary education?

Dr. TARVIN. I might refer to an earlier statement. That is, "The war is on in the trenches."

The community colleges do not have political punch to do it, I guess, to be as blunt as I can be about it. I think there are a lot of reasons why it is true, or justifiable reasons. A practical statement is our high school system and secondary system have built up across the Nation, and the one in our State for instance had a 5-percent loss in enrollment last year while the community college system had a 14-percent gain in enrollment, and this is happening nationwide. The people employed to take care of that enrollment that is no longer there and are not going to be there in the future very honestly don't want to lose their jobs.

I think there is a very serious chance of people looking for new missions for those people to perform, whether it be adult education, which they gave up 10 years ago, or vocational education. The expanded opportunity might lie in vocational education. It might be justifiable so that we use those facilities to perform vocational education in. At this point, they are not adequate to handle that need.

I think the community colleges have, as a young institution, during the last 20 years across the Nation, kind of grown because there was this need there. The job was not being done at the public school level, and it was not being accepted or done at the university level. They filled this gap.

What we are saying in the community college today is that suddenly the university sees parts of what was once our mission now as part of theirs, and the public schools see perhaps what is part of ours is now part of theirs, and I guess we are talking about the turf there.

What I was dwelling on was, "What is best for the student?" And of course, we are very prejudiced in this view. Again, the statement I made earlier, the fact that the basic skill level needs to be concentrated on, I feel, and the occupational choice or occupational training per se in a very detailed sense can best be delivered at our level, as opposed to that level.

Back to your specific questions, without this political force perhaps being done at the Federal level in terms of dividing the funds, the funds will not get distributed in those similar amounts within our States because of the nature of the formula they use.

Chairman PERKINS. I think at this point, Mr. Quie, if I may, I would point out unless you have an exceptional case, that a recession, unemployment situation, has driven hundreds of thousands of youngsters back to college, and the greater part of enrollment in recent years has been at the junior college level, whether they have technical courses or not, because it is less expensive and they have been constructed in their home communities.

It is a great accomplishment in my area, eastern Kentucky, for our community to get a junior college, such as Prestonburg, Ky., and a new junior college in Hazard. And they just don't have any vocational or technical equipment at all, but their enrollment has doubled and tripled in the last 2 or 3 years. That is just two of the new schools I can point out, and that is the expansion that holds true all over the State.

There is a question in my mind how we are going to equip Prestonburg, Ky., where the enrollment has doubled in the last 2 years, or Hazard, Ky., where the enrollment has doubled in the last 2 years. They are part of the State's system of junior colleges connected with the University of Kentucky, and how are we going to equip them with these excellent facilities so that they can give these postsecondary students the technical training they should receive?

Your institution may be fortunate enough to have that money, but while thousands of other institutions at the secondary level do not have that equipment, how do we solve that problem unless we get more money from the Federal level that you are advocating and more money coming from the State and local level; and how is that going to be solved?

Dr. TARVIN. I have a mixed emotion in responding, Mr. Chairman. I spent about 10 years of my life in your district, so I know your system there very well. I really don't think the situation that you are speaking of is going to be solved perhaps without the Federal funds because of the lack of the industrial development. You might have hope now, perhaps, since the onset of our coal industry gain, which has picked up, but as far as having the money, my district in Illincis is one of the poorest. Perhaps Loren is the only one that claims that credit outside of mine as being the poorest, and we are second poorest, which I guess we perhaps are very similar to the bottom.

So when I speak of what goes on in our institution, it nowhere compares with other institutions who have privileges we don't have. We are, I guess it is hard for me to speak again to it because our system of community colleges in Illinois is something unique from the Kentucky system in that we have the built-in local property tax which supplies additional resources in addition to the State revenues, so we are not totally dependent upon the State revenue or Federal revenues, but the people have made a commitment by voting to support at the local property tax level to gain some of these types of things.

Chairman PERKINS. Whereabouts were you? I hate to be personal.

Dr. TARVIN. I was at Richmond, Ky.

Chairman PERKINS. That is a marvelous institution.

Dr. TARVIN. Yes.

Mr. QUIE. Forty percent of the Federal money, if the State is not influenced by you and we did go to 40 percent, that would not necessarily mean that you would get much additional money. If they chose to move all the State money from the secondary level to use Federal money, you would end up at the same place you were. So it seems to me you still have to convince the State, and once you have the State convinced, why does the Federal Government have to spend the 40 percent on you?

Dr. TARVIN. I think you are right. I have no way of defeating that purpose. I guess my only defense I could say at that point was my summary statement. I felt that perhaps this bill in a way like a 2x4 trying to get somebody's attention.

Mr. QUIE. I know there is a tendency to follow the Federal Government.

Mr. SIMON. If the gentleman from Minnesota will yield, I would like to refer that question to Sherwood Dees, if I may.

Sherwood, what practically would happen? In other words, if we move to the 40 percent level in attempting to assist community colleges, would this money really go to the community colleges, or wouldn't it?

Mr. DEES. In Illinois, about 27 percent of State and Federal funds are distributed to the community colleges, and the fact is our reimbursement formula is based upon the same principle for both secondary and postsecondary education, the same differential cost. The only difference is in semester hours versus Carnegie credits.

But you are exactly correct when you say we could reimburse the same amount last year and meet the 40 percent, and then give all of the State money to the secondary, and we would meet the requirements. Now, that is a problem, because Fred Wellman and others received information from the U.S. Office of Education on the breakdown of Federal funds, and they used part B, pure part B, which shows our reimbursement was $1.7 million or actually—well, what was that?

Mr. SIMON. The answer was 17.6?

Mr. DEES. Yes. It was 17 percent instead of the 27 percent. But, you see, under their formula you can't count the disadvantaged and the handicapped under part B, and you can't count these other line items and so on. But we could do exactly what you said.

Mr. SIMON. All right. But I am really not trying to address myself to what could happen, but what is likely to happen, and what probably is going to happen as we move to the 40 percent level?

Mr. DEES. I couldn't tell you on that, except I would say this, that of the institutions who are in a favorable position in Illinois, it would be the community colleges, because the size of it, the reimbursement, besides reimbursements they received direct State aid on a different formula through the Illinois College Board, above and beyond regular reimbursement.

The greatest districts and the greatest hardships are those with the secondary students in vocational education in Illinois today.

Mr. SIMON. Thank you.

Mr. QUIE. When we were in Minnesota, the president of the University of Minnesota testified that they put all of their Federal money into the secondary program, and I hope their mix does come out differently than yours.

Mr. DEES. Some States do that.

Mr. QUIE. They just decided they would administer it that way.

I have another question. It seems to me that this morning Mr. Fred Wellman said that people pretty much stayed on a track; if they were in the vocational education program in community colleges, those were the only courses they took. They didn't take humanities courses or anything similar at the same time, although they would shift from a vocational education program over to a baccalaureate degree. It always bothers me that students studying some courses, especially in vocational programs which take about 2 years, don't take an additional course, say in literature or whathave-you, at the same time. I would think they would be as interested as anyone else on an elective basis. Can you address it?

The reason I want to find out is that most of the places we go we find vocational technical schools and community colleges are separate. In Minnesota, we have area schools and postsecondary and junior colleges all in the same town in some cases, but then there are single schools in areas we never even thought of.

Dr. **Searby.** They do take other courses, and I would say one of our prime functions is exploratory. I would hope the vocational students, I think they branch out in other areas and try different occupations or careers. I think that was not quite what Fred meant this morning.

Mr. **Wellman.** I guess they would also do what we call general education, or take related courses to their career. The baccalaureate oriented student might take a course in a discipline of psychology introduction or psychology along the typical theoretic theory approach. A student in a vocational course would take something maybe called "Human Relations" or "Psychology for Industrial People," or something of that nature, that relates to specific concepts of psychology that the student might be learning in theory, but is relating it specifically to the world of work and job opportunity which they are going into.

They would also have the same thing in English. While the baccalaureate student would take English composition, the student going to work would take a communicating course addressing itself more to the written needs of a person in an occupational field, rather than written needs of someone who would have to prepare themes and research papers in everyday work.

So I think we are doing it in the community college. By the way, the same faculty in most institutions is teaching the English 101, English composition, who would be teaching the occupational subjects.

Mr. **Quie.** Perhaps, I in fact, misunderstood.

Mr. **Wellman.** Well, the practice is a separate practice and the courses have different names, but the discipline content has very much in common. We have, through the auspices of Southern University of Illinois, these technical careers they call Capstone, where all of the courses are transferable, and the student, after a 2-year degree, if he desires to transfer, he can do that, for the baccalaureate degree. So the general education component is there.

Dr. **Klaus.** I wanted to comment that I do think we are all doing what I think your question asked, but if you will allow me for a moment, adult-type students do not want, you know, to take these other kinds of courses. They want to come in and take only the basic vocational courses. They don't, at least they don't want to mess around with these other things. There is a large group of nonpublic institutions that advertise, you know, in effect, they advertise this: Why go to the university? Why go to the community college? Why take all of those things you don't need? Come directly to us and we will train you for seeking a job in short order.

So I mean, part of the people are going back into the trenches, but that is a very real thing.

Mr. **Quie.** Last, I wanted to inquire a little further on CETA, because I don't think we did a good job of marrying CETA and vocational education together. There was just a slight requirement that 5 percent of the money be used, and I don't think even that was well used. So I would like to see that tightened up, and I would like your testimony. Do any of you have institutional type training programs in your area run by CETA, outside of your own programs? You don't have competitive programs?

Dr. TARVIN. No.

Chairman PERKINS. Have you had any programs proposed to you?

Dr. KLAUS. We have a tremendous relationship, but we don't make a move without sitting down with them several times a month, and they come to us with ideas, and we go to them with ideas, and we think it has a perfect working relationship.

Chairman PERKINS. What about the training involved?

Dr. KLAUS. We do the training in the main.

Mr. QUIE. In the main?

Dr. KLAUS. Maybe that is why we think it is so good.

Mr. QUIE. Have you a different circuit then, because none of you are in an area where there are prime sponsors separate from the State?

Dr. TARVIN. Yes.

Dr. SHELL. We have one prime sponsor. We have one prime sponsor offering GED courses if you want to stay in competition. We have a private university college in our area also offering GED courses through a grant. So I possibly—possibly the three of us compete, but I was a little disturbed with CETA offering the course they did. Our staff was teaching the course when this happened, and we made a response, and they are still going ahead. There was a little; however, it is very little.

Mr. QUIE. Could I ask about the other areas of the State where there are prime sponsors, such as Chicago, Illinois. To what extent are the prime sponsors using the postsecondary vocational education for the institutional training components?

Mr. DEES. I would say we are using the community college facilities and programs very well and to a great degree. Illinois is probably unique in the cooperation, but in the CETA arrangement with the department or division in the Governor's office of manpower, we have cooperated well, and we try to use the existing delivery facilities.

Congressman, it might be interesting to note that our division has a contract with the city of Chicago to actually deliver the vocational training for the main part of their CETA funds, not just the 5 percent. We think we are the only State in the Nation that has that arrangement.

Mr. WELLMAN. That is because, as the testimony was submitted by the director of manpower and human development of the Governor's office, they recommended new vocational education legislation to mandate cooperative and coordinated cooperative education in vocational education at the local and State level. I never heard that from the manpower people before, so it must be unique.

Dr. TARVIN. Sir, may I add, our particular district, unlike others, we had three prime sponsors within our college boundaries, and we found each prime sponsor operates with different policies, which is their right and desire. Many times it is difficult to explain to students who are sitting in the same class why one is entitled to benefits that the other is not entitled to, when they are taking pursuits in the same career objective. So it is understandable to someone such as ourselves back looking at the system operating, because one happens to live under prime sponsors placing their priorities at a different level than others within a boundary such as ours, which gives us a difficult explanation to make. So I think this mandated cooperation at all levels is very important.

Mr. QUIE. That is all, Mr. Chairman.

Chairman PERKINS. Any further questions?

Let me thank the panel. You have been mighty helpful to the committee and have been very informative. Congressman Simon certainly has brought before the committee some most useful witnesses, and the testimony will be very helpful to the full committee and Congress.

We will call our next panel. We are running behind time now.

PANEL DISCUSSION—PARTICIPATING WERE THE FOLLOWING: DR. BESSIE HACKETT, COORDINATOR OF HOME ECONOMICS AND TEACHER EDUCATOR, ILLINOIS STATE UNIVERSITY; DR. W. LAMAR FLY, PRESIDENT, KISHWAUKEE COLLEGE; DR. FOREST D. ETHEREDGE, PRESIDENT, WAUBONSEE COMMUNITY COLLEGE; DR. ALFRED WISGOSKI, PRESIDENT, ILLINOIS VALLEY COMMUNITY COLLEGE; DR. JAMES C. WARNER, CHAIRMAN, DEPARTMENT OF INDUSTRY AND TECHNOLOGY, NORTHERN ILLINOIS UNIVERSITY; AND DEAN JOHN JOHANSEN, COLLEGE OF EDUCATION, NORTHERN ILLINOIS UNIVERSITY

Chairman PERKINS. Dr. Bessie Hackett, Illinois State University; Dr. W. Lamar Fly, president of Kiswaukee College; Dr. Forest D. Etheredge, president of Waubonsee Community College; Dr. Ira Langston, president, Eureka College; Dr. Alfred Wisgoski, president of Illinois Valley Community College; Dr. James C. Warner, chairman, Department of Industry and Technoloy, Northern Illinois University; and Dean John Johansen, College of Education, Northern Illinois University.

I will call on Mr. Hall. You are responsible for this group. Will you proceed?

Mr. HALL. Thank you, Chairman Perkins.

I want to thank all of you nice people for showing up this afternoon. Since we are running behind time, I think I will start with Dr. Hackett, and just introduce her and tell you she is from Illinois State University. Although she doesn't live in my congressional district and wouldn't qualify as a constituent, her efforts and endeavors do get into a large part of my district, and she is well known and has a good background.

What I would like to do in order to save time is have the other witnesses introduce themselves after Dr. Hackett's testimony.

Thank you.

STATEMENT OF DR. BESSIE HACKETT, COORDINATOR OF HOME ECONOMICS AND TEACHER EDUCATOR, ILLINOIS STATE UNIVERSITY

Dr. HACKETT. Mr. Chairman, members of the committee, I am sharing my spot with Dr. Fultf, who is coordinator of home economics and education at Southern Illinois University. I do want the committee to know that I am really honored to be one of the two females on your list of 29, and so I took the liberty of bringing another one along.

Mr. SIMON. I gather a subtle hint there.

Chairman PERKINS. We have been trying to get away from any discrimination for a long time.

Mr. BLOUIN. Mr. Chairman, I might add, it is probably at a higher ratio than the percentage of women allowed in the professions so far.

Dr. HACKETT. Probably.

"We've come a long way, baby," in home economics education since the days of Smith-Hughes legislation. Thanks to the perceptiveness of Perkins, Pucinski, and other astute Congressmen of both parties as they created masterpieces of vocational legislation, we home economists were persuaded to drop our preoccupation with cookies and clothing and deal with the realities of contemporary living.

As you probably know, home economics now serves a twofold funtion in vocational programs in the Nation's schools. First off, we have occupational programs in home economics which offer skilled training in home economics-related occupations in about five personal and public service areas.

Second, we have consumer and homemaking as another aspect of home economics which is dealt with in part F of the 1968 Amendments. This aspect of home economics prepares both boys and girls, men and women for the dual role of homemaker and wage earner, and helps them to stretch their dollars as far as their paycheck is concerned.

It is my contention that it is both cost-effective and logical to retain consumer homemaking along with occupational home economics as an integral part of vocational education. On account of the fact that the delivery system is already there, it is staffed with competent professionals, it just seems to me to make sense.

We do extend beyond the regular classroom in our instruction in home economics. For example, in Illinois we have the CHEP program, consumer and homemaking extension program, which meets the needs of adults in many rural communities. Now, Illinois does have a little different orientation to consumer and homemaking from many of the other States. In Illinois, exclusively funds are used for depressed areas and areas of high unemployment.

Now, homemaking education may be viewed as a universal among all vocational programs. Everyone needs some homemaking skills, even Congressmen, and no doubt about it, homemaking is a job. It is the most important job in the world, according to Ashley Montague, and it is a job that has, as far as numbers of workers are concerned, the largest job category.

For some reason, the Dictionary of Occupational Titles used the term "dom. serv." when it describes the job of homemaking. That is, domestic servant.

We feel that homemaking really has never been allowed much prestige until just recently, when several university research teams and public and private agencies have gotten into the act of researching the job, and we have a price tag on it now, given it by Chase Manhattan, of $14,000 a year. That is, the homemaker's services are worth $14,000 a year. So like it or not, as more women enter the labor force, we have more men entering the job of homemaking.

Now, we think that many of the competencies that students learn in consumer and homemaking programs have a very significant impact on employability and job performance. They learn such things as personal grooming, interpersonal relations, nutrition, money management, and they learn how to perform the tasks of the household efficiently, so that they can conserve time and energy which could be used in an occupation, gainful occupation.

They learn how to meet the needs of their children and their family members, in spite of the fact that some people may be working.

I think Mr. Jennings, in his article in the AVA Journal, quoted 44 percent of women are working presently or at any given time, that is, of adult women.

Now, we have consumer education as an important emphasis in consumer and home economic programs, as the title would imply. Now, within the context of consumer education, or within the context of family living, that is, students take studies of consumer education and learn how to conserve, how to manage and use their available resources. We also see that students learn how their decisions in the marketplace affect the total economy, the environment and those resources that are available to other people.

In these times of critical shortages, pollution, inflation, we think that it is most crucial that young people be exposed to consumer conscience be developed among our citizenry. We think a logical place to launch it is within consumer and homemaking programs.

Now, I would also like to comment briefly on the dearth of quality materials that are being developed at the Federal level in curriculum development and management. We have a lot of good material in consumer and homemaking, but not much has been spent in tying these together and making them available to the grassroots classroom teachers throughout the country. So I am hoping that this committee will recognize the situation and take action to correct, as they consider implementing the provisions of new legislation.

Now, we think that consumer homemaking has ample evidence of its being popular. Students flock to these courses, and they find them relevant. They like the doing kinds of activities that are carried on. They appreciate the caring teachers, and in many instances it is thought that consumer and homemaking is the program that keeps kids in school.

Now, with the indulgence of the committee, I would like to read a rather colorful quotation made to me by Rupert Evans, distinguished vocational educator from Illinois. He told me on the telephone the other day:

> The big issue is, "What in hell are we going to do with the handicapped and disadvantaged?" Ask any Chicago administrator what does the most good in their vocational programs. They all will tell you "Hands down, it is the homemaking program." If you have 10 percent of the 8th grade females pregnant and missing school, and you are interested in maintaining average daily attendance, you begin to worry. The only person who can do anything about it is the home ec teacher. If these students dropout, they're not going to have a chance.

Chairman PERKINS. I guess I will hear from the next witness. That was a fine statement, Dr. Hackett.

[Prepared statement of Dr. Bessie Hackett follows:]

PREPARED STATEMENT OF DR. BESSIE HACKETT, COORDINATOR OF HOME ECONOMICS AND TEACHER EDUCATOR, ILLINOIS STATE UNIVERSITY, NORMAL, ILL.

"We've come a long way, Baby," in home economics education since the days of Smith-Hughes legislation. Thanks to the perceptiveness of Perkins, Pucinski, and other astute Congressmen of both parties as they created masterpieces of vocational legislation, we home economists were persuaded to shed our preoccupation with cookies and clothing and deal with the realities of contemporary living.

Home economics now serves a two-fold function in vocational programs in the nation's schools. First, occupational home economics provides youth and adults with knowledges and skills for employment in many levels of related occupations—in areas of hospitality and food service, child care, clothing, home furnishings, and in various other personal and public service categories. Second, the consumer and homemaking aspect of home economics helps people of both sexes to perform effectively in the job of homemaking—stretching the dollar and managing the dual responsibilities of home and job.

It is both logical and cost effective to retain consumer and homemaking along with occupational home economics as an integral part of vocational education legislation. The delivery system is already operating successfully and staffed with competent professionals. It serves students at all grade levels in public schools and community colleges, involving the Future Homemakers of America in an activity oriented curriculum. This delivery system also extends beyond the conventional school setting in both formal and informal instructional situations. It reaches specified target populations who desperately need assistance: welfare recipients, handicapped, individuals in correctional and other institutions, ethnic minorities, transient workers, and the elderly.

Homemaking education may be viewed as "the universal" among all vocational programs. Everyone, regardless of sex, needs some homemaking skills. No doubt about it, homemaking is a job. As a matter of fact, in number of workers, it is the largest job category; and, according to Ashley Montagu, eminent anthropologist, it is "the most important occupation in the world."[1] But for some obscure reason, which may be related to a chauvinistic put-down, the job of homemaking was identified in the Dictionary of Occupational Titles with the term, "dom. ser." Indeed, homemaking was never allowed the prestige of having monetary value until just recently when university research teams and public and private agencies began to investigate its economic worth. One such study, conducted by a reputable business organization (Chase Manhattan) put a $14,000 price tag on the annual services of the homemaker. Although homemaking, by itself, may be a fulltime and challenging occupation, increasingly it is becoming only one part of a dual career for women and for men, too. Labor statistics show that at a given time, over 40 per cent of adult women in the United States are gainfully employed. And like it or not, as more women work outside the home, more men assume tasks within the home.

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[1] Ashley, Montagu. The Humanization of Man. New York: Grove Press, Inc., 1962, p. 187.

Many of the competencies students learn in consumer and homemaking programs have a direct impact on their employability and eventual job performance. They develop skills in interpersonal relations, money management, and personal grooming. They learn how to select an adequate diet in order to function at an optimal level. They learn how to perform household tasks efficiently so as to conserve time and energy. They learn about child rearing practices and how to provide for the needs of family members.

Consumer education is an important emphasis in the consumer and homemaking program, as the title implies. Within the context of personal and family living, students learn how to conserve, manage, and use their resources. They discover how their own consumer decisions affect the total economy, the environment, and the resources available to other peoples. In these times of critical shortages, environmental pollution, and inflation, it is crucial that our citizens acquire skills for coping with the unprecedented stresses and pressures of day-to-day living. It is also essential, if we are to maintain current living standards or improve the quality of life for all segments of society, that we promote a "consumer conscience" among the citizenry. A logical place to launch this effort is within the consumer and homemaking program. Not only must individuals develop a sensitivity toward the ethics of consumption, but they must recognize that there are problems associated with the disposal of the by-products of their consumption.

Very little has been expended at the Federal level on consumer and homemaking curriculum development and management. Although many excellent materials are already in existence, there needs to be a coordinated, central effort to pull the pieces together into a coherent and organized whole. The problem in Podunk is that an incredible amount of time and effort are wasted in finding pertinent information and rediscovering aspects of the consumer and homemaking curriculum. Educators presently must follow the serendipitous route of chance discovery to locate current, significant, and innovative instructional materials or else invent their own. There should be a way to provide the grass roots classroom teacher with a variety of quality materials that are consistent with the philosophical framework of vocational legislation and that are applicable in different settings. It is hoped that the House Subcommittee will recognize and correct this situation as members examine appropriations and implement provisions of new vocational legislation.

As evidenced by their popularity, consumer and homemaking programs turn people on. Students find the curriculum relevant. They appreciate the immediate application of skills acquired. They enjoy the "doing" activities and the close association with caring teachers. In countless cases, it has been this program which has kept kids in school.

In commenting on the vocational value of consumer and homemaking education in public schools, Rupert Evans, distinguished vocational educator from Illinois, stated with emphatic convictions: "The big issue is, 'What in hell are we going to do with the handicapped and disadvantaged?' Ask any Chicago administrator what does the most good in their vocational programs. They all will tell you, 'Hands down, it is the homemaking program.' If you have ten per cent of the 8th grade females pregnant and missing school, and you are interested in maintaining average daily attendance, you begin to worry. The only person who can do anything about it is the home ec teacher. If these students drop out, they're not going to have a chance." [2]

The next witness was Dr. Fly, but do you want to yield to the gentlelady first?

Dr. FLY. All right.

Chairman PERKINS. Proceed.

STATEMENT OF DR. ANNA FULTS, COORDINATOR OF HOME ECONOMICS AND EDUCATION, SOUTHERN ILLINOIS UNIVERSITY

Dr. FULTS. I want to speak from the college and university point of view on consumer and homemaking courses.

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[2] Telephone interview with Dr. Rupert N. Evans, Bureau of Educational Research, University of Illinois, Urbana-Champaign, September 12, 1975.

College and university participation in consumer homemaking involves both preservice and inservice teacher preparation. Students preparing to teach, study consumer problems, the low-income consumer, consumer economics, foods, clothing, housing, home furnishing, child development, family relations, home management, methods of teaching which includes writing of contracts for consumer-homemaking programs, unit and lesson planning in consumer homemaking; and student teaching with a master teacher, including experience in consumer-homemaking classes of both boys and girls.

Summer workshops are provided to increase the competencies of teachers-in-service, including teaching aids, up-to-date resources, and innovations in teaching consumer homemaking. There are also regular graduate classes, such as HEEd 505, 3 semester hours, and home economics in the schools, which deals with program planning and teaching consumer homemaking.

Now, in Illinois three junior colleges have consumer homemaking programs, Southeastern at Harrisburg; the Vienna Correctional Institute, which goes through Shawnee at Olmstead; and Kennedy-King in Chicago. Adult programs in consumer homemaking, as referred to by Dr. Hackett, are provided through cooperative extensions in Pulaski-Alexander, Madison, and Cook counties.

In these programs, there are program assistants who go into low-income homes and work directly with the homemakers on a regular basis.

Other such programs in Jackson, Jefferson, and Wayne counties were cut off due to lack of funds.

We believe that funding for consumer homemaking should be continued as a line item with DVTE so that youth and adults may be prepared more adequately to deal with their multiple roles as homemakers, wage earners, citizens in a democratic society.

Thank you, sir.

Chairman PERKINS. The next witness will be Dr. Fly.

STATEMENT OF DR. W. LAMAR FLY, PRESIDENT, ILLINOIS VALLEY COMMUNITY COLLEGE

Dr. FLY. Gentlemen, my testimony is offered from the perspective of a young, growing community college which is located in the shadow of a large senior institution.

When Kishwaukee College began operation in 1968, there were frankly many people in our community who did not fully understand the difference between the two kinds of postsecondary education institutions. Some thought of Kishwaukee as a sort of watered-down version of the first 2 years of the baccalaureate degree program, while others regarded it as kind of a trade school which was designed for those students who could not quite make it to a "real" college degree. Our enrollment in that first fall semester was only 651 students. Only 19 percent of those students were enrolled in programs of vocational education.

We are now in the early weeks of our eighth year of operation, and this fall enrollment is almost 3,200, an increase of over 500 percent, and enrollments in vocational education programs have risen from less than 20 percent of the total to 46 percent of our total student population.

Now, we believe that there is a reason for this kind of development, and we believe that the reason stems from the demonstrated ability of our graduates to get a job and to keep it. Our followup studies show that 95 percent of our graduates, those who received the associate and applied science degree, or a certificate of completion, and who seek employment, are finding jobs in the fields for which they have been trained.

The history of vocational education at Kiswaukee College reflects a larger success story of community colleges across the State of Illinois, and impressive as these statistics are at either the local or State level, they can't measure the subjective effects of these career programs, their impact on the quality of life for individuals.

These individuals are not the stereotype of college and university students. They do include large numbers of high school graduates, but they also include large numbers of adults who are seeking to make themselves economically self-sufficient. They include the minority groups of Chicago and East St. Louis and the inmates of our State penitentiaries, and the high school dropouts and the veterans who are seeking to reenter the mainstream of employment, the handicapped and the disadvantaged, the victims of industrial layoffs who face the necessity of learning new skills for new careers.

The success of postsecondary vocational education in Illinois is I think more than anything else due to one single basic factor, and that is the intimate working relationship between the college and the businesses and industries that they serve. The selection of what occupational programs to offer is a process in which the whole community participates through lay advisory committees, community surveys, close communication with the local employment office, and other media.

Once a need for an occupational program has been established, then the specific objectives and the specific content of the program are established by an interaction between the college people and the people in business and industry who are the prospective employers. In many cases, the courses are even taught by the people who are working in the field serving as part-time instructors.

All of our occupational programs include a period of supervised occupational experience in which the student spends part of his time working in a job in a career field with guidance and evaluation provided both by his temporary employer and by his college instructor, and the result of this kind of interaction is graduates who are equipped with the skills and the knowledge that are required to make them employable and productive.

The most rapidly expanding segment of education in America today is the community college, and the most rapidly expanding segment of community college education is the vocational. Given the opportunity and the resources to do so, I am convinced that the community colleges of this Nation can do more to alleviate the problems of unemployment and underemployment than any other institution in America. Unfortunately, as has been pointed out today, the resources per student for support of these programs is diminishing.

I must confess that I sometimes question some of the ways in which our Federal Government spends it resources, but I know from firsthand observation that its investment in vocational education is one that is paying rich dividends, both in financial aspects and in improvement of the quality of life.

As the Subcommittee makes and continues its study, we would like to make one special recommendation to you, and that is the plea that whatever legislation is recommended should include some specific provisions for preserving the flexibility of the individual colleges to respond and adapt to the changing needs of the communities they serve. There is evidently at this time all over the Nation, including Illinois, a growing trend toward a greater role of government by the State agencies which control and distribute the Federal funds that are provided.

Now, we have already pointed out that the tremendous success of the community college is due in large part to its effective interaction with the economic elements of the communities they serve. The needs of vocational education vary from district to district, depending upon the nature of each community's characteristics, and to displace the existing orientation toward local needs with a shift to operational decision-making at the State level would destroy the greatest strength that we have, the one thing that has made us successful.

We recognize the necessity for coordination for some degree of supervision, for evaluation, accountability, and we are not seeking unbridled license. But we do seek to retain the freedom of action and the flexibility which is necessary for us to perform the tasks with which we are charged.

We have no hangup in our area as to who is supposed to be doing what. On the contrary, our colleges and our high schools work very closely together. They teach some programs and we teach others on their behalf, and there is no difficulty in this area. It is incredible to me that there should be this kind of hangup between different educational institutions operating in the same area.

It can mean only one thing—the need for an attitudinal change, because the objective is to get the job done, not to compete with one another as to who is going to do it.

Chairman **Perkins**. It should be done under one coordinated board at the State level?

Dr. **Fly**. There are some varying thoughts about that, Mr. Chairman. There are arguments on both sides. Certainly, as far as the community colleges are concerned, at the present time they find themselves, in working with different State agencies, they find themselves subject to two or three audits by the different agencies of the Government. They find themselves providing the same items of information several times in different formats. There are a lot of hangups in dealing with multiple agencies.

I can also see some possible difficulties in dealing with a single agency, and I think it would depend a great deal on the composition and the attitude of that agency, and whether they were willing to let the community colleges have the freedom to operate from their communities as they need to.

Chairman **Perkins**. With that in mind, you would have no objection to a single agency, if they permitted the community colleges to have the autonomy that they deserve?

Dr. **Fly**. No, sir; I would not.

Chairman **Perkins**. That is what I was driving at.

[The prepared statement of Dr. W. Lamar Fly follows:]

Prepared Statement of W. Lamar Fly, President of Kishwaukee College, Malta, Ill.

My testimony will be provided for the most part from the perspective of a growing community college which began operation only seven years ago, and which is located near the city of DeKalb in the shadow of a large university. Through contacts with colleagues in other Illinois community colleges, both large and small, I believe, however, that my perspective may be representative of that of Illinois community colleges as a group.

When Kishwaukee College began its operation in 1968, there were a great many people in our community who did not fully understand the difference between their new community college and our big sister in DeKalb, Northern Illinois University. Some regarded it in the role implied by the term "junior college"—as a sort of watered-down version of the first two years of the baccalaureate degree. Others looked on it as a kind of trade school, designed for those who couldn't quite make it to a "real" college degree. Our enrollment in that opening year was only 651; and of that number, only 19 per cent were enrolled in the vocational or occupational programs which were designed to lead directly into employment, rather than into transfer to a senior institution.

Today, in 1975, we are in the early weeks of our eighth year of operation. Our enrollment is 3,135 head count—an increase of almost 500 per cent since that first year. Forty-six per cent of our enrollment is in programs and courses which are occupational in nature. Another 46 per cent are enrolled in transfer programs, with the remaining 8 per cent registered in developmental and general eduction courses. Many of these latter students are working to prepare themselves for college-level studies, through completion of the G.E.D. program, which results in the equivalent of a high school diploma. Our experience has been that most of these G.E.D. graduates will continue by entering the College's occupational programs as soon as they have acquired the basic skills and knowledge which make it possible for them to succeed at that level.

These statistics make it obvious that the public concept of the community college has undergone a complete metamorphosis in the Kishwaukee College district since 1968. That change has come about for several reasons. One is the demonstrated success of those who have received occupational training and education, in finding good jobs and in keeping them, through proven competency in the work for which they have been trained. Ninety-five per cent of those who complete our Associate in Applied Science degree in a vocational or technical field and who wish to enter the world of work have succeeded in finding employment in the field for which they were trained.

We attribute this phenomenal success to one major factor—and that is the intimate working relationship between the College and the businesses and industries in our area who are the prospective employers of our graduates. This relationship between the College and the community is not adequately described as a process of "working together." Rather, it is a relationship in which the two are a part of one another—the College as a part of the economic community, and the community as a part of the College. The selection of occupational programs to be offered by the College is a process in which the whole community participates, through lay advisory committees, community surveys, communication with the Employment Office, and similar activities. Once a need for an occupational program has been firmly established, its specific objectives and its content are established by interaction of College staff and the people in business or industry who know what the criteria are for finding a job and performing it well. In many cases the course is even taught by the people who are working in the field, serving as part-time instructors. All of our occupational programs include a period of Supervised Occupational Experience, in which the student spends a part of his time working in a job in his career field with guidance and evaluation by both the temporary employer and his College instructor. The result of this interaction is graduates who are equipped with the skills and the knewledge that are equipped to make them employable and productive.

The success of vocational education at Kishwaukee College is only one example of a larger success story which has been repeated across the state of Illinois. In 1965 there were only 2,092 students enrolled in post-secondary vocational education in this state. In 1968 that number had increased eleven-fold, to 23,109. Six years later, in 1974, there were 72,629 people taking occupational programs in the community colleges of the state. In 1968, when Kishwaukee College was born, less than 20 per cent of the semester hours produced by Illinois' community colleges were in career education. In 1975 that percentage had grown to 35 per cent. The number of vocational programs offered across the state has risen from 726 in 1968, seven years ago, to 1,067 in 1974, not counting the numerous mini-courses, workshops, and seminars which have been provided.

As impressive as these statistics are, they cannot measure the subjective effects of these career programs—their impact on the quality of life for individuals. These individuals do not conform to the stereotype of college and university students. They do include large numbers of recent high school graduates; but they also include large numbers of adults who are seeking to make themselves economically self-sufficient or to move upward or horizontally in the world of work. They include the minority groups of Chicago and East St. Louis; the inmates of the state penitentiary at Vandalia; the high school drop-outs enrolled in co-op programs; the veterans seeking to re-enter the mainstream of employment; the handicapped and the disadvantaged; the victims of industrial lay-offs who are seeking the skills required for a new start in new careers.

Two years ago one of the nation's largest manufacturers of pianos decided to phase out its DeKalb factory. As a result, a large group of employees found themselves without a job. These were people who had worked steadily for many years at such occupations as cabinet making, woodworking, and stringing pianos. They were skilled at these jobs, but it was the only skill they had and the demand no longer existed. These were also people with pride, who wanted to work, who were disinclined to go on the relief rolls, who wanted the sense of fulfillment that comes from making a contribution to society. In cooperation with the DeKalb Employment Office, a special class was made up for these people at Kishwaukee—a class in which each individual received counseling, career guidance and training in his new occupation. That class graduated in 1974, with associate degrees and certificates of completion in such programs as electronics, ornamental horticulture, and secretarial science. They are all employed today and making their contribution to society in a variety of occupational fields.

In another special project, Kishwaukee College has developed a specialized and highly individualized program for high school leavers with the assistance of a grant from the Illinois Board of Vocational Education. Here again, the emphasis is on counseling and guidance to cope with the problems of academic frustration and motivation to get these young people back into the economic current. This is a cooperative program with the people of the community, in which the student works part-time and studies in our classrooms and shops and laboratories part-time. Started as a pilot program, it is now in its third year and serves as a workshop and observation point by representatives of vocational education in other community colleges of Illinois.

I must confess, gentlemen of the subcommittee, that I sometimes question some of the ways in which our federal government spends it resources. But I know from personal experience that its investment in vocational education is one that is paying rich dividends, both in the financial sense and in improvement of the quality of life.

At the present time the most rapidly expanding segment of education in America is the community college. The most rapidly expanding segment of community college education is the vocational—training for new employment or for skill upgrading. Unfortunately, however, the resources per student for the support of these expanding vocational programs is diminishing.

Given the opportunity and the resources to do so, I am convinced that the community colleges of this nation can do more to alleviate the problems of unemployment and under-employment than any other institution in America, by identifying the areas of employment need and training or retraining people to fill the available jobs. Much of what is being accomplished is being made possible through the support of vocational education by our federal government, and we rely heavily on the continuation of that support during the years ahead.

As the Subcommittee continues its study of vocational education, and of the most effective means of deriving the greatest benefit to the people of America from its investment in the public community colleges, there is one special plea which we present to you: and that is the plea that whatever legislation is recommended should include specific provisions for preserving the flexibility of the individual colleges to adapt to the changing needs of the communities they serve. There is very evident in Illinois—and I believe, in other states as well—a growing trend toward a greater role of governance by the state agencies which control and distribute the federal funds that are provided for vocational education. This trend is occurring not so much through restrictions imposed by legislative statute as by procedural rules and regulations of the state agencies, creating such problems as long delays in processing applications for new program approvals and differential funding depending upon the instructor whom the local Board of Trustees selects to teach a given course or to supervise it.

The community colleges are unique among institutions of post-secondary education in Illinois, in that they are created by a referendum of the people of the local district and are financed for the most part by local district property taxes and student tuition. We have attempted to point out in this testimony that their tremendous success in vocational education arises from their intimate working relationship with the economic element of the communities they serve. The needs of vocational education vary from district to district, depending upon the nature of each community's characteristics. To displace that orientation toward local needs with a shift to operational decision making at the state level would be like shearing Samson's hair.

We recognize the necessity for coordination of effort, a reasonable degree of supervision, and objective evaluation, and we do not seek unbridled license or unchecked autonomy. We do seek to retain the freedom of action and the flexibility which is necessary to perform the task with which we are charged.

Chairman Perkins. Our next witness is Mr. Robert Backstrom—and we are running way behind schedule. We will insert all of your statements in the record, and you can summarize them.

Mr. Backstrom. Despite the fact that I am probably the only person here who had the opportunity to vote for Representative Quie while I was in Minnesota, like Dr. Martin previously, I came here from Iowa only a year ago, and Dr. Wisgoski will present our testimony.

Chairman Perkins. Go ahead, Doctor.

STATEMENT OF DR. ALFRED WISGOSKI, PRESIDENT, ILLINOIS VALLEY COMMUNITY COLLEGE

Dr. Wisgoski. Mr. Chairman, I am Al Wisgoski, President of Illinois Valley Community College.

Our community college welcomes this opportunity to appear before your committee, and thanks you for the invitation. Chairman Perkins' letter of invitation suggested brevity and in the spirit of that invitation, and to avoid the possibility of offering redundant testimony, my remarks will be very concise.

Further, realizing that this committee has undoubtedly been exposed to generalized testimony, my remarks will be offered from an institutional viewpoint.

Illinois Valley Community College is located in northcentral Illinois, in a semirural area. The college district encompasses in excess of 1,800 square miles and includes all or parts of 20 high school districts, and includes all or part of eight counties. The population base of the total district is in excess of 160,000.

Within District 513, Illinois Valley Community College has sole responsibility for postsecondary vocational education, and perhaps that is unique, compared to some of the things my colleagues have said. Our responsibility is being implemented in accordance with the Public Community College Act of 1965 and subsequent revised statutes that have been enacted by the General Assembly of the State of Illinois.

In fulfilling their legislative mandate, Illinois Valley served more than 1,900 students during the past year in 30 occupational programs, ranging from short-term skilled training programs to fairly sophisticated associate degree programs in relatively new technologies and in the health sciences.

The number of students served this past year is almost three times the number of students served in occupational programs in 1970, and six times the number of occupational students we served in 1969. Our enrollment in these occupational programs ranges beyond that traditional college age group that one normally thinks of. We include increasing numbers of older students who are unemployed or who are in jobs that probably face obsolescence in the immediate future, necessitating new training on their part.

We think our program has been successful. Our followup studies clearly show that typically 88 or 95 percent of our students will gain employment or go on to advanced studies in the specific occupation for which prepared at Illinois Valley Community College. Further, we think it rather healthy that 5 to 10 percent that do not pursue immediate employment but elect to pursue other forms of study or to enter other kinds of careers have similarly benefited from what we offer. Clearly we think we are meeting the responsibility mandated by the Public Community College Act of 1965.

Illinois Valley has accomplished its remarkable record, the reduction of vocational education funding notwithstanding. While vocational apportionment funding for IVCC in fiscal year 1970 was $93,804, funding dropped to $56,847 in fiscal year 73. The severity of the resulting financial problems is even more discernible when the dollar support per head count is examined. In fiscal year 1970 the vocational funding level for IVCC was $133.81 per head count. In fiscal year 1973 the support level had dropped to $44.72 per head count, making it increasingly more difficult for Illinois Valley to fulfill its responsibility for vocational education.

To overcome the funding inadequacy, Illinois Valley does support the provision for increased Federal appropriations for vocational education contained in H.R. 19. We are supportive of H.R. 3036; however, we would strongly urge a review of the provisions within that resolution regulating State division of Federal funds. We think the provisions contained in 3036 are improvements over what exists, but frankly do not recognize the difference between vocational college and postsecondary education.

The U.S. Office of Education reports that 75 percent of all postsecondary education students are currently enrolled in public community colleges, and you heard testimony earlier this morning that we have been a relatively recent development in education, so I think you can appreciate our impact. Within District 513, Illinois Valley is the only postsecondary institution offering occupational education.

We urge that Federal funds be distributed not only on the basis of the students served, but on the basis of the costs that are involved. We recognize the need for a continuum that began in the elementary school and extends on through all of one's adult life, but we think the funding ought to be related, not only to the number of students, but to the cost involved of providing the kind of education we provide.

Further, we think this mechanism for effecting a more equitable distribution of funds already exists. We are not a proponent of additional State agencies.

In our summary statement we would offer that the problem plaguing vocational education at Illinois Valley Community College, and indeed in our estimation throughout the State of Illinois, may be alleviated through increased funding and a more equitable State distribution system that would insure that community colleges be adequately funded. We strongly prefer working with a single State coordinating board. We would urge that H.R. 19, sponsored by Chairman Perkins, and others be amended accordingly.

Thank you.

Chairman **Perkins.** What causes you to make the statement that you strongly prefer that the act be administered by a single coordinated board?

Dr. **Wiscoski.** The earlier reasons already previously alluded to by Dr. Fly, specifically where we are required to make numerous reports that are rather costly to prepare and specifically, we have to prepare for different evaluation teams that visit our campus, and many times the evaluations are redundant, repeating one to the other. We have no clear cut indications as to what our funding will be. As of August 4, 1975, I learned finally what the total funding would be for fiscal year 1975. I submit to you that it is impossible to be fiscally responsible with these conditions prevailing.

Chairman **Perkins.** Thank you very much.

Our next witness is Dr. James C. Warner, Chairman, Department of Industry and Technology, Northern Illinois University.

STATEMENT OF DR. JAMES C. WARNER, CHAIRMAN, DEPARTMENT OF INDUSTRY AND TECHNOLOGY, NORTHERN ILLINOIS UNIVERSITY

Dr. **Warner.** Thank you, Mr. Chairman and members of the committee. I come before you to represent an institution point of view, but possibly in a slightly different context than much of the discussion that has taken place today.

I would like just for the record to show that Northern Illinois University is located in DeKalb, Ill., and its current enrollment is approximately 25,000. The department that I chair is a comprehensive Department of Industry and Technology, in which we offer teacher education programs for the junior high, senior high, and community colleges, and then a series of technological programs also. We have enjoyed 100-percent placement over the last 7 years, with an average job offer per student of 3.7. We currently enroll approximately 50 undergraduate students and approximately 300 graduate students.

I find it interesting to note in this context that we of course at the senior institutions are the recipients of many of the students coming through the programs that you have heard discussed today.

I can attest, in this one instance, to Dr. Fly's institution and the quality of his programs, because ours is the shadow in which he resides.

I feel very strongly that the broad input that this committee has sought and is seeking is going to result in a very strong and viable bill. The people in the United States, you, as Congress, have for years, nearly 60 years, recognized the importance of providing educational opportunity to assist those students in making realistic vocational choice and in preparing them to enter and be successful in the world of work.

In my opinion, and this was expressed earlier this morning, the act of 1963 and the amendments of 1968 provide us with an extremely solid foundation upon which to build our future vocational education acts.

I guess that I am somewhat concerned that we might, by an attempt to solve problems all at one time, inadvertently "throw out the baby with the bath water," and therefore again I would like to echo the comment that was made this morning, that, as you consider these changes, consider them in the light of the good that the bills that have already been in existence have done.

There are, however, a number of concerns I would like to express, and they are very general in nature, but nonetheless I think they are important in relating to the bill. I believe vocational education programs could be made much stronger and more relevant if the program administration, planning, coordination, and evaluation functions are very carefully defined and monitored. It is extremely difficult for us to know exactly what it is we need to correct unless we have some rather specific guidelines to guide us in that direction. Obviously, the need for adequate records that will permit us to make the evaluations of program effectiveness must be drawn and obviously, too, there must be tighter program planning and coordination among all of the various vocational education, career education and manpower training programs that are already in existence.

I have a personal bias in that I do believe job placement is important. Followup statistics should be used to guide decisions on program initiation, program growth, and I would also suggest, for continued funding. I believe that the States should be encouraged to expand their efforts to provide for the disadvantaged and handicapped. I recently saw a GAO study that seemed to indicate that the States were lessening their support for these groups in past years. If this is in fact true, I think it is very important and unfortunate.

Although title IX specifically prohibits sexually separate courses or programs, I would recommend that the new vocational education legislation, if nothing else, reiterate that policy and, where appropriate, provide funds to assist and insure compliance with that policy.

The career guidance and those portions of career education necessary to the mission of vocational education should receive a very high priority in this new bill. As I indicated earlier, I believe that the 1963 act and the amendments have provided for very sound vocational education programs. After what I hope at least is a careful examination of H.R. 3036 and H.R. 3037, I find the approach described in the latter bill to possibly offer the best plan for delivering vocational education experiences to all youth in the Nation.

Again, I personally am opposed to a separation of high school and post-high school programs. I think it would serve to the detriment of both in the long run. I am also concerned about the possibility of having a dual administrative body and dual State plans which, in my estimation, would confound and confuse the issues even more than currently is the case. There must be this tighter program planning, evaluation and articulation within the State. I believe a single State agency approach to the distribution of funds provides the best opportunity to achieve that goal.

Thank you very much.

Chairman PERKINS. Thank you. You have been very apt in your statement.

Our next witness is Mr. Johansen.

STATEMENT OF DEAN JOHN JOHANSEN, COLLEGE OF EDUCATION, NORTHERN ILLINOIS UNIVERSITY

Mr. JOHANSEN. Mr. Chairman, I would like to supplement what Dr. Warner has so capably said and point out to the committee that Northern Illinois University currently is located at Erik Center Clearinghouse for Career Education, so we have strong opinions on what career education is. Maybe I would more accurately say we are trying to determine what career education is so we can enlighten other people.

It seems to me that a sole State agency can do the best job of program planning and coordination and program evaluation and funding. Let me suffice with that statement on that topic.

It seems that funding should be based on needs data as best that needs data can be determined, whether it be elementary or secondary or adult areas, whether it be what is called "career" or what is called "vocational" or what might be called "occupational." Therefore, I personally feel that the establishment of percentage allocations by the Federal Government probably would not allow the flexibility that it will take to further foster vocational education.

As being of a segment of a university whose primary responsibility is for teacher education—Jim Warner's department participated in this, although he is in a different college—it seems to me in order to implement this, we need to have preservice and inservice education to the teachers, to career education in elementary schools, vocational education at the secondary schools, and the occupational education at the junior colleges, if that is how it happens—which I doubt.

Chairman PERKINS. I can't refrain from interrupting you briefly, as far behind schedule as we are, because, I realize with all of these concepts of career education, postsecondary, technical and high school and elementary and secondary, that the flexibility just has to be there, and we have to leave it up to the States somehow.

Now, if we had adequate funding, then we could say to the secondary, or elementary or to the area schools of the country, "You are going to get so much money, such and such a percentage," if we knew what that funding would be. We know that the whole program, the $500 million, is underfunded. But with the uncertainty of the funding, it appears to me that we just have to give the States flexibility here.

That is the problem that worries me more about writing this legislation than any other point. Maybe none of us are infallible. It may be that I am wrong, but I am trying to reason this thing out myself and see where we are going to from here. I am kind of like "Alice in Wonderland" on this issue.

Go ahead. Excuse me for interrupting, but this point I think is the most pertinent point in this legislation.

Mr. JOHANSEN. I could not concur more heartily with you, Congressman Perkins. That is why I leave the flexibility to the States at this point, and that is about as far as I am able to project that. I think it needs to be flexible at the State level.

Let me just close, because much of what I had listed will be submitted to you, as was discussed earlier today, and I will say that I think if you mandate the responsibility to a sole State agency, you can get greater measures of accountability, both for the money and for the output, that is, the talents that the students have, and it can be more easily monitored and secured.

Thank you.

Chairman PERKINS. Thank you very much.

[The prepared statement of Dean John Johansen follows:]

PREPARED STATEMENT OF DEAN JOHN JOHANSEN, COLLEGE OF EDUCATION, NORTHERN ILLINOIS UNIVERSITY

I wish to thank the Chairman and members of the Committee for the opportunity to express my views on proposed legislation dealing with vocational education. My comments are herein presented.

1. The 1968 Vocational Educational Act should be extended if our nation is to enjoy full advantage of the potential skills and productivity of its citizens. Federal aid for vocational education has a proven record of success dating back to the Smith-Hughes Act of 1917. Federal aid has been augmented substantially since that time. The need for aid now is as great or greater than it has ever been. Many young persons are now entering the labor market with less than the skills needed for effective productivity and at the same time possessing the capacity to be productive with training.

2. Amendments to Vocational Education Act should be such as to bring about a greater emphasis upon program planning and program evaluation, as well as coordination among various program levels, elementary through post-secondary and adult. The use of one state agency with responsibilities for planning, evaluating, coordinating, and funding is central to significant achievement of vocational goals. H.R. 3037 provides for a sole state agency approach. H.R. 3036, through the creation of perhaps a second administrative body and another State Plan concerned with funding post-secondary "occupational" programs, is likely to reduce the opportunities of states being able to develop coordinated career educational programs, kindergarten through adult years.

3. H.R. 3037 provides the flexibility for states to determine the allocation of funds based on needs data, secondary or adult, vocational or "occupational," within the states. H.R. 3036 prescribes a formula which may or may not correspond to needs data.

4. H.R. 3037, in addition to supporting vocational education per se, provides direct support for career guidance and exploration, and teacher preservice and inservice education, along with leadership development awards. These two thrusts are essential to a total career education/career development program as they deal directly with career awareness, orientation, exploration, and preparation experiences for the youth and adult population in our nation, and with the teacher training necessary to provide such programs.

In summary, H.R. 3037 has provisions that increase the likelihood of providing coordinated, flexible, and broad spectrum vocational education programs to the persons who need them. Further, in mandating responsibility to a sole state agency, measures of accountability—both monies and results of expenditures—can be easily monitored and secured.

Chairman PERKINS. There would be no hesitancy on my part in going on the record indicating that 60 percent of the $500 million for the technical schools, postsecondary, if we knew we could get additional money for the others. They need it. It is just a question of funding that is inadequate, and with that inadequate funding, it seems to me flexibility is the only answer, considering the varying degree of education that prevails within the State, intrastate and between the States, as was mentioned.

The next witness was to be Dr. Etheredge, and I am sorry he is not here. We will insert his statement.

[The prepared statement of Dr. Etheredge follows:]

PREPARED STATEMENT OF DR. FOREST D. ETHEREDGE, PRESIDENT, WAUBONSEE COMMUNITY COLLEGE, SUGAR GROVE, ILL.

I am pleased to be here this morning to speak in support of HR 3036, the vocational education bill which has been endorsed by the American Association of Community and Junior Colleges. I speak on behalf of both Waubonsee Community College, which I serve as president, and the Illinois Council of Public Community College Presidents.

Waubonsee and the Council of Presidents support this proposed legislation because it holds promise of increasing the number of dollars allocated to occupational training opportunities for adults. Our experience over the last several years has demonstrated the substantial needs that exist for opportunities of this type. It also demonstrates that funding adequate to the need does not now exist. More than 2000 adults are enrolled in Waubonsee's occupational programs this fall. However even this substantial number is not an adequate measure of need for adult occupational training, because our enrollments would have been still greater if adequate funding had been available to support our existing and planned new programs this year.

The community colleges generally have experienced rapid enrollment growth in the last decade because they allow those who wish to increase their knowledge to do so; they allow those who wish to learn a skill for job entry to do so; and they provide opportunities for cultural and self interest enrichment. Waubonsee first opened its doors eight short years ago. However in that short period of time we have seen our enrollment grow to close to 7000 students because we have striven to meet, within the limitations of our resources, the educational needs of the adults of our district.

The community college, through its "open door" policy, practices what democracy preaches—equal opportunity for all. The nature of its organization makes it responsive and responsible to the people within its district. The demands placed on this institution by recent changes in the world of work include: Retraining the under-employed; retraining people with obsolete skills; training the unemployed; retraining the unemployed; and training for new job-entry positions.

The following are some examples of the services that Waubonsee and other community colleges offer adults seeking occupational training:

(1) A broad spectrum of programs ranging from those providing the basic skills to those offering training in highly sophisticated occupational skills.

(2) A substantial number of programs which can only be offered at the postsecondary levels because of age or licensure requirements. Examples of such programs include law enforcement, some of the health occupations and apprenticeship programs.

(3) Numerous special courses and programs offered in cooperation with local Comprehensive Employment Training Act (CETA) sponsors.

(4) Many community colleges are addressing themselves to the disadvantaged and handicapped population by providing special services and, as you are well

aware, these can be very costly. Waubonsee is deeply involved and is recognized regionally and throughout the state for the comprehensive services we offer to the deaf and hard of hearing.

(5) The community colleges and Waubonsee are meeting the needs of special interest groups through in-plant and offcampus training either with existing courses or by developing courses that meet specific needs of those individuals currently employed.

In addition to the courses and programs that the community colleges are providing, there is a tremendous effort being made to improve the delivery system for these courses. Waubonsee, in attempting to meet the needs of people who have all levels of ability, come from many types of backgrounds, and vary in the time when they can attend school, has individualized the instruction in many of its occupational and technical programs. By this means, we have been able to teach students what they want to know, when they want to learn it. Students may enter courses in our individualized programs at any time and progress at their own rate of speed. Industry is very appreciative of this delivery system since they can now refer employees to courses for initial updating, skill development, and/or possible advancement any time during the year, either day or night, and can be assured that the student will have the opportunity to pursue his goals.

With this system, we are getting a wide variety of students; some who have just graduated from high school, some with good skills, others with fair or poor skills, students who have had training in their particular skill many years ago and who are appreciative of the availability of material on an individualized basis to update themselves. If we had to teach all of these students at the same time in the traditional way, many of them would become discouraged and would probably drop out. This flexibility in scheduling classes has made it easy for Waubonsee to offer classes under the old Manpower Development Training Act and the more recent Comprehensive Employment and Training Act (CETA). Many adults have benefited from participation in these programs.

The community colleges have found in fulfilling their mandate that both the services offered and the populations served are very comprehensive and if new programs and delivery systems are to continue to be developed, it will require more than the traditional funding.

To plan and develop courses and programs, which in fact do provide adequate training and education for jobs, within a reasonable length of time, costs money. Money for advisory committee work, money for surveys, money for program and course development, money for audio/visual equipment, and money for specialized training equipment, teachers, supervisors, and in-service education.

We believe that the enactment of HR 3036 would improve the capability of the community colleges of Illinois and the nation to serve the occupational educational needs of adults and therefore urge your support of this legislation. Thank you.

Chairman PERKINS. The next witness is Dean Pratt.

STATEMENT OF ARDEN L. PRATT, DEAN, SCHOOL OF TECHNICAL CAREERS, SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Mr. SIMON. Dean Pratt had to catch a plane, and he would like his testimony inserted.

[The prepared statement of Dean Pratt follows:]

PREPARED TESTIMONY OF ARDEN L. PRATT, DEAN, SCHOOL OF TECHNICAL CAREERS, SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Mr. Chairman, I was particularly pleased to receive an invitation to testify before this sub-committee on the federal role in vocational education since various published reports during the past few weeks have indicated that hearing had been concluded.

To place my remarks in context, I am presently Dean of the School of Technical Careers at Southern Illinois University at Carbondale. I have been more or less directly connected with vocational education on the post-secondary level since 1951 serving as a teacher and an administrator in a technical community college, a state-level director for two-year college programs including post-secondary vocational educational expenditures in New York State, an advisor to the West Pakistan government in technical and higher education for two years, and a staff position with the American Association of Community and Junior Colleges prior to assuming my present position. It is apparent from this background that my remarks may be somewhat in favor of post-secondary aspects of vocational education, but I would hope that there would be enough objectivity in the remarks to lend them some creditability since I am a member of both the American Vocational Association and the American Association of Community and Junior Colleges as well as a number of other professional organizations concerned with higher education and vocational education.

The continuing dialogue over the past many months has clearly identified certain issues. I will address a few of the major issues within the context of the two bills, H.R. 3036 and H.R. 3037. It is clear that H.R. 3036 is the bill generally being supported by the American Association of Community and Junior Colleges as well as other institutions of higher education. It is equally clear that H.R. 3037 is the bill which has the support of the American Vocational Association, as well as other organizations interested primarily in vocational education at the secondary level. It appears that H.R. 3037 was developed in a much more unified and organized framework than H.R. 3036. H.R. 3036, in many ways, appears to be a hastily drawn group of amendments, the purpose of which was to carry the messages that post-secondary levels of vocational education should have much more of the available funds categorically assigned to it and that it must have a regular voice in the administration and expenditure of the funds.

STATE ADMINISTRATIVE AGENCY

H.R. 3036 proposes to divide the administration for vocational education on the state level. While this is attractive on the surface to institutions of higher education—including the community colleges and my University—proliferation of administrative agencies dealing with vocational education funds is, in my opinion, a poor response to the need for administrative change at the state level. On the other hand, H.R. 3037 proposes to leave the administration essentially where it is and where it has been. Since the passage of the Act in 1963, in almost every case, state administering agencies have been those agencies with secondary education as their primary responsibility. In New York, for example, where the Regents have responsibility for all levels of education, the authority is assigned to an office which had dealt exclusively with secondary education up to that time. Furthermore, it remains staffed with educators whose background and training was oriented to the level of secondary education. Only in the rare case of a state such as Colorado was a single board involved in both vocational education and post-secondary education.

I do not agree with either the approach of H.R. 3036 or H.R. 3037. However, if State Boards of Vocational Education were constituted along the general lines of the State Commission outlined in section 126 of H.R. 3036 with broad and equal representation of post-secondary education, secondary education, and the public, some degree of impartiality would be introduced into the policies and planning for vocational education in the various states. Conflicts of interest would be obviated. Post-secondary education would have equal representation for the first time. If, in addition, the administrative staffs of these State Boards included professions with both secondary and post-secondary orientation, the need for proliferation of State Boards would not exist. With the federal government's huge commitment as represented by the authorizations included in these bills, the Congress should be able to draw guidelines for the make-up of th Board just as it has done for the Advisory Councils.

I believe one board administration is essential to the continuing impact and growth of vocational education. A united image has been part of the reason for the astonishing success of vocational education in the past decade. However, there are more fundamental reasons for maintaining a single state-level administrative agency which illustrate the necessity for altering its make-up.

By changing the single administrative agency to one representative of all the clients of vocational education, duplication of facilities, programs and services would more likely be reduced. In some states the agencies have deliberately set up competing institutions at post-secondary levels, institutions offering programs competing with a community college or a branch of a four-year institution already in the area. Area vocational schools have been built to serve secondary-level populations which could have well been served in shops and laboratories of a local community college. Community colleges have constructed extensive and elaborate shop and laboratory facilities which duplicate lightly used facilities in nearby secondary level institutions. Only through effective joint planning and administration with all educational levels represented are these kinds of duplication going to be stopped.

A state advisory council with no authority can only suggest such practices be abandoned. In too many cases, the advisory councils have ignored these or other instances of duplication, lack of articulation, or have chosen not to recommend administrative or implementation alternatives. Perhaps if a representative, responsive administrative agency were created to operate at the state level, the need for the state advisory councils would be obviated.

DESIGNATION FOR POST-SECONDARY VOCATIONAL EDUCATION

Legally retitling the post-secondary portion of vocational education to occupational education is unnecessary and, in my opinion, is not a good idea. Proliferation of names and words is something that both the government and education is too often guilty of. If a legal dichotomy of this type is created to satisfy an administrative need, a permanent artificial barrier will exist, which in the end will be to the detriment of the students. The descriptions secondary and post-secondary are bad enough. They have different meanings depending upon who applies the terms and depending upon age or education level of the student. We need no more complicating factors in the field.

PLANNING

Vocational education planning varies widely from state to state and agency to agency. Almost everyone agrees that planning must be strengthened. However, the narrow planning scope included in H.R. 3036 is disturbing. Almost the total focus is on local planning. I understand that community colleges have a great need for this kind of planning. While they cannot confine their service to preparing students for the local job market, data concerning local manpower requirements and job availability is one important requisite for the institution to respond to the needs of their service area. Many will rely on data made available by the state agency. State agencies, however, have not addressed manpower requirements and job availability on any basis other than statewide. This has two marked effects in Illinois. The local community colleges are left with no local planning data other than that they might gather themselves or that which might be available on some *ad hoc* basis from an agency such as the state employment service. Additionally, funds are allocated from the Illinois state agency, the Division of Vocational-Technical Education, on the basis of statewide manpower needs, which preponderantly represent Chicago and Cook County. This manpower data, reflected in program needs in turn reflected in the numbers of dollars reimbursed to local educational agencies, represent needs which quite often have no basis of fact locally. This impacts greatly on rural community colleges and local education agencies, particularly in the southern part of the state. This same kind of problem exists in many states.

If some of the planning aspects included in H.R. 3036 for gathering local information were in fact used as continuing local sources of data for a statewide bank which, in turn, could react quickly enough to compile and distribute the data while not losing its local character, vocational education would be afforded a valuable service not now available. However, without funds to furnish staff time to local planning groups, the results will be generally worthless, or worse, misleading. It would, of course, be counterproductive to use a large number of additional dollars for local planning, however, since these dollars obviously must come from the total available. We have noted in some areas, particularly in health, that so many dollars are used in planning, there is little left to implement the plan.

CETA AND VOCATIONAL EDUCATION

The need for combined planning and implementation can best be illustrated by the parallel case of CETA. The separation of the training aspects of CETA from education has been, at best, a gross error.

This act has, in my opinion, seen revenue sharing carried to the ridiculous extreme of turning over funds to individuals with no expertise in determining what should be done or how to implement vocational education or training programs.

The prime sponsors which are large cities will probably not agree with this position. However, the implementation of the balance-of-state concept, at least in Illinois, is increasingly resembling a disaster.

The state-level office in Illinois is an example of ineptitude and gross waste on empire building. An ever increasing bureaucracy is now in the process of being built, and funds already allocated to local program agents are being cut back to support the increasing costs. As a consequence, much of the good work done under the MDTA has been dissipated and unless some basic changes are made quickly, I have grave doubts about the future of the CETA activities which are training oriented.

I will not comment on the public service job aspect of CETA, since it does not relate to training, except to note the decrease in available training funds ostensibly due to siphoning the funds to patronage type positions. The result is the whole area of manpower training is back to where it was years ago. This is not true of the major cities, of course, since they have been given the funds to operate quite large training centers. For example, Chicago has added an additional college, in essence, totally federally funded. While this has been a boon to Chicago and hopefully its unemployed, it has literally destroyed the organized vocational education based manpower training programs in much of downstate Illinois.

There is, in my opinion, an absolute need to integrate vocational education and CETA training activities. It is only logical that since the expertise for manpower training does exist, at least in the public sector within institutions offering vocational education, that the training activities of CETA should be centered there. There is absolutely no justification for not making extensive use of those agencies.

MAINTENANCE VS. CHANGE

One persistent issue raised by many agencies is the degree the federal funds have been used for program maintenance. In a recent articl in the American Vocational Journal, Mr. Jennings of the sub-committee staff quotes the infamous General Accounting Office report that "in many instances, federal funds have been used to maintain existing activities year after year rather than primarily to initiate new program options." In order to encourage new programs, the administration wants to terminate the state's authority to use federal funds for the construction of vocational education facilities. I would agree that post-secondary education, in general, has not shared in these construction funds and many areas are over built. Duplication has occurred. Alternatives have often been explored or have been ignored. If those are the funds being identified as having been spent for maintenance, then I agree they should be stopped.

However, a limit such as that proposed by the administration that one-third of all federal vocational education funds be used to initiate new programs and that each of these new programs be supported with federal funds for no longer than three years, seems to make little sense. Vocational education programs do have a high start-up cost. Furthermore, maintenance costs in the usual sense of operating costs and capital expenditures for equipment remain high throughout the life of a vocational educational program. If the funds expended under the Vocational Education Act had had no measurable results, then I would agree with the approach of limiting the funds used for maintenance. However, change for change sake is of no value and is often detrimental. On the other hand, the huge increases in enrollments in vocational education programs for the past decade refutes the position that most of the federal funds, or state and local funds for that matter, have been spent on program maintenance. Secondary enrollments have grown by almost 200 percent during the past decade. Post-secondary enrollments have increased almost 700 percent during the past decade. All other vocational education enrollments have similarly grown. Numbers of programs have increased. Numbers of institutions offering programs have increased; types of institutions offering programs have increased. The criticism of not having spent enough on the expansion of programs or on the initiation of new programs does not make sense in terms of quantitative data.

Let us examine what often occurs when most of the available funds must be expended on new programs, innovation and change. To attract these funds, programs have been needlessly proliferated, splintered, and fragmented to the point where they are so specific they are of little use and are extremely expensive to operate. In a study of about four years ago, over 250 separate types of associate degree programs in the allied health field were identified. States in which the greatest number of different programs occurred were those in which post-secondary vocational education funds were mainly distributed through proposals. There should be, in the view of the American Medical Association Education office, 20 or 30 different programs at the most.

The past decade has seen several instances of new program "thrusts" which have ended in total waste of federal vocational education dollars to purchase equipment and to start up the new programs. A specific instance which comes to mind is the Plastics Technology program at Bronx Community College. An expenditure of a quarter of a million dollars for equipment was made for that program in 1965. CBS News reported during this past year that the program has finally been closed—never having graduated a student. Another instance of this kind of waste was exhibited by the Instrumentation Technology programs for a hundred thousand dollars or more was spent by dozens to enroll in the program, and fewer jobs for those students who completed the program.

My contention is that purchase of equipment to upgrade and update a program, staffing to allow expansion of a program, teaching new skills and knowledge in a field, and using new teaching and learning techniques do not fall under the category of maintenance.

I am not attempting to defend the maintenance of the programs which have outlived their usefulness for their students. Within the past few months, I have observed aviation maintenance programs which spend a preponderant amount of time (and materials) on wood structural elements and doping fabric. I have recently observed printing programs still teaching linotype operations as the central portion of the course. I recently visited an electronics program in which more time was spent on vacuum tubes than on transistors. These operations must go. But, in deleting that kind of obsolete education, don't strike a crippling blow to operation of programs which in fact train for tomorrow's job market and prepare those individuals whose skills are no longer required to get and hold a new job.

Understand, I am not arguing against change and innovation. This should be among the highest priority for expenditure. Funds should be available for developing and starting up new programs. Vocational education must be responsive to present and projected needs. If it loses the ability to respond it has lost its viability, but it also must maintain its quality and be kept current.

OMNIBUS EDUCATION ACT

The recommendation of the administration to consolidate various education acts concerns me. I see it as another move toward revenue sharing. If as Mr. Jennings indicated the research program, for example, would be consolidated into a single grant to states for "innovative purposes," this opens the way for special interests to wield the influence for expenditures. Vocational education has been successful because of its categorical character. If vocational education loses its categorical character, I frankly would question its future.

LEADERSHIP DEVELOPMENT AWARDS

Section 146 in which the leadership development awards are authorized, includes a couple of changes from the 1968 Amendments which I cannot support. Awardees must have at least a master's degree under H.R. 3037. This is a change in the present law which only requires a baccalaureate degree. This kind of degree inflation, I think, is totally unnecessary on the part of educational systems. When government supports it, it is indefensible. It is apparently motivated by the graduate schools wishing to operate doctoral programs rather than master's programs.

The fact is that in many post-secondary institutions including my own, many of the instructors do not hold any degree. The faculty are hired and promoted on the basis of how good they are in their field and whether they can teach. This change in the law, if it were to become operational, would mean that an individual such as the chairman of one of my divisions would be ineligible for this leadership award. I believe this to be discrimination.

The fact is that he and most others who should be most successful as leaders are not attracted to the program by the dollar level of the awards. The level available tends to insure that people with little practical experience will enter the program. Most of them do not have practical experience and tend to be of the professional scholar type. These are not the individuals who will make real leaders. I have opposed this portion of the EPDA since its inception and will continue to oppose it. This does not mean that I am anti-doctorate, since I hold one myself. It does mean that, in my view, if we continue moving to restrict vocational education leadership to the kind of institutionally-centered individual these programs are attracting, vocational education will eventually suffer as the real leaders are pushed aside due to lack of the doctoral degrees.

I would suggest a new approach be taken in this area. Individuals with potential as vocational education leaders should be identified whatever their degree. In-service training programs should be funded to the fullest extent possible, including making funds available to support released time to staff to learn the reality of vocational education. The theoretically based vocational education programs offered by some universities are of little use, particularly in preparing line administrators or well prepared program operators.

STATEMENT OF DR. ORLEY R. HERRON, PRESIDENT, GREENVILLE COLLEGE, ACCOMPANIED BY DR. W. RICHARD STEPHENS, VICE PRESIDENT FOR ACADEMIC AFFAIRS

Chairman PERKINS. The next witness is Dr. Herron. Is Dr. Herron present?

Dr. HERRON. I am still here.

Mr. SIMON. I might add that fine school is in my district and we are very proud of it.

Dr. HERRON. Thank you, Mr. Chairman.

I just want to say we have been most pleased, particularly with two members of the committee because they have been on our campus. Congressman Simon has been there often, and we are pleased with his record, and Congressman Quie. They are two of the parties here who we are pleased to see here.

Also, I have with me my academic president, and the reasons I brought him is that he has been offered an honored monograph in the field of vocational guidance on "Social Reform and the Origins of Vocational Guidance," which is a historic perspective of the birth of vocational guidance as related to vocational education. I thought it would be just good to have him here before the committee today.

Mr. QUIE. What is the date of that?

Dr. HERRON. 1970.

Certainly, I am pleased, as the other members have been, to be a part of the academic community to testify here at this hearing. I represent a private liberal arts institution. I served on the executive committee of a federation of private independent colleges and universities in the State representing 57 colleges and universities, and then I served as chairman of the consortium of 10 institutions, both public and private, senior institutions and senior universities and community colleges that have entered into a cooperative effort to really serve the needs of this State.

At the outset of my testimony I want to applaud the continued desire of this subcommittee and, particularly, the Congress to effectively and creatively be involved in the vocational education concept, as Mr. Quie talked about earlier today, and in particular vocational education programs which are our concern throughout the entire American system of higher education.

In my judgment it is a moral imperative that every American citizen be provided with those kinds of educational opportunities that will prepare him to become increasingly a self-directive person. Vocational and occupational education are a vital means to that end for literally thousands of our citizens, and ultimately it must hold a first-class reputation in America's educational system, and thereby complement existing academic programs.

The testimony I wish to bring before you today is focused on a vocational education need which has been discovered by research, and which I have observed firsthand in my experience as a college and university professor and administrator. I have served as a professor at the University of Mississippi, as an administrator at Westmont College and at Indiana State University. My present position is president of Greenville College, Greenville, Ill.

I refer in particular to the need to assist all American students to develop what a distinguished past president of Harvard University, Charles W. Eliot, referred to as the life-career motive. What President Eliot had in mind, and what I want to focus on for your consideration for possible legislative and economic support, is the imperative need of each student to find and prepare for a career.

During the agrarian period in our Nation's history, when the occupational structure of America was far less complex than today, a young person was socialized into an occupation by the informal but frequent interactions he had with the adult population living in his small village or hamlet. In fact, the young often assisted the adults in the performance of their daily work, and thus gained invaluable tryout experiences that helped shape their own life-career motivation, and which Chairman Perkins referred to today; and, as one born in Kentucky, I was interested in that comment, Chairman Perkins.

But with the industrialization of work, occupations proliferated and they were relocated far away from the daily lives where the people lived. Hence, the young were bereft of flesh and blood role models of the various occupations. As a consequence, many hundreds of thousands of them today have never been able to develop a really informed life-career motivation. The upshot of this is that these young people too often merely drift through school and into the world of work ill-prepared to become self-directive persons and effective citizens of our democratic society.

Each fall when the colleges begin a new academic year, the sad story is repeated almost endlessly—freshmen enrolling in classes, but classes which have little meaning because these students have no life-career motivation to infuse their studies with purpose. These freshmen, who are among the most successful graduates of our elementary and secondary schools, literally drift from class to class, and experience the depths of emotional depression and anxiety. "Non-pref," an acronym for no career goals nor preference for an academic major, is how the colleges and universities label them.

To their credit, some colleges conduct special programs for these students to assist them in developing academic and career goals. The sad fact, however, is that well over half of the non-pref freshmen will stay in college for only two or three semesters and finally drop out into the world of work, ill-prepared for the demands of life in our society. They often become a drag on society, candidates for crime and its attendant ills. They are unhappy in their souls, because they are unfulfilled in their occupational lives and they become a lost human resource of valuable but unrealized potential for our society.

In what directions do answers lie to the problem, cited above, of the development of a life-career motivation that will prepare one for meaningful study in school, productive work, and responsible citizenship? The following propositions are set forth in the hope that they could be considered for incorporation into legislation that would fund experimental models of vocational and occupation education which honor the educational principles these propositions contain:

One: Vocational and occupational literature and education should be a required and integrated complement of general education for all students from grade 4 through grade 12. A curriculum that integrated the study of occupations and vocations with the traditional language art and sciences will be a step in the direction of overcoming the divorce in our society between technology and humanistic concerns. Also, by means of such a curriculum the young will gain important information about the world of work, a crucial factor in the development of a life-career motivation.

Two: Vocational and occupational education should comprise not only formal study in an integrated school curriculum—grades 4 through 12, but should also be integrated with and utilize the productive agencies in the world of work. Erik H. Erikson's writings [*Identity: Youth and Crisis*, New York, Norton, 1968, pp. 122–127 et passim] make clear that youth need to have visceral as well as verbal experiences. They need to share in constructing, planning and manipulating their world. Therefore, youth need to have learning opportunities provided for them during the schoolday which give them experiences in the myriads of agencies where work is carried on. Such learning opportunities will help bridge the gap between generations and assist youth in the formation of a life-career motivation.

Three: Since teachers in the elementary and secondary schools are of central importance to the vocational and occupational education of the young, their collegiate-level professional training programs must include components of study which prepare them to aid the young to develop a life-career motivation. Teachers already in service need likewise to be prepared by means of sabbatical leaves and workshops with updated information and improved teaching skills in the area of vocational and occupational education.

The core idea which underpins the three propositions set forth above is not vocational and occupational education in a narrow training sense of the term. Too often in our rapidly changing society an exclusively narrow program which trains the young for a job is counterproductive because by the time the young graduate the job may have ceased to be or have been changed radically in its skill requirements.

This phenomenon has been referred to as trained incapacity. Neither does narrow job training, as the exclusive definition of vocational and occupational education, contribute significantly to the formation of a life-career motivation. Hence, the young may end up barely able to make a living, but hardly knowing how to make a life.

Let me suggest then in a moment in closing here some of the things we are trying to do at the private institution by the name of Free World College. We carry on the traditional prelaw, premed, preministerial, prevocational programs, but with that we have an interim that we provide opportunities for career tryout experiences in such off-campus work agencies as hospitals, local government agencies, industry, journalism and other publishing societies.

We also have cooperative programs with a junior college, the first such model of a public junior college and a private independent liberal arts school cooperating in the State of Illinois, and we give to this effort student opportunities for combined academic and vocational education.

Third, we do have a G.E.D. program, and this fall we have almost 90 people enrolled, one of whom is 81 years of age. Then we have open-titled courses, where students and faculty and practitioners in various work agencies create on-the-job-for-college credit career development opportunities.

Now I will tell you this as my last word. Private postsecondary education can bring itself historic strengths in the arts and sciences, and in the so-called higher level professions such as law, medicine and teaching, and its expertise to be creative and innovative to the development of effective modes of career education. With that, I submit my testimony, Mr. Chairman.

Chairman **Perkins**. We thank the entire panel for such outstanding statements, and I again compliment my good friends Tim Hall and Paul Simon, who are responsible for bringing these outstanding witnesses before the committee here in Springfield. I think personally the people in this country are very much indebted to these two outstanding gentlemen, and it is my hope to see them around Congress for a long time, contributing to education and bettering education for many, many years.

I have one question that I would like to ask you, Dr. Hackett. I don't think I understood clearly whether you wanted to retain the $50 million item for consumer education which we call a category item—I think it was about $26 million that was appropriated last year—whether you have any objection to the deletion of that particular item.

When we were writing this bill, we had to leave this in, and that was one of the items that the homemakers of the country insisted that we leave in there, and we left it in and it is still in there. What is your view on that at the present time? Do you feel you would be forgotten in any way if we removed that item and left it up to the States to totally allocate the money, or do you still want that money in there?

Dr. **Hackett**. Indeed, yes; we want the item in. Isn't this a good example of unintentional neglect of a program, just like unintentional neglect of females? Not that this program is female oriented, not that we want it female oriented, but we want to get the boys in.

Chairman **Perkins**. You sound more conscious of discrimination all the time, but go ahead.

Dr. HACKETT. But we do feel it would be neglected if it were not still spelled out.

Chairman PERKINS. That is the view of your organization, and you are expressing the view of your organization?

Dr. HACKETT. Well, yes; I would say so.

Chairman PERKINS. Any questions, Mr. Hall?

Mr. HALL. Dr. Hackett, do you receive any cooperation from the community in trying to do your bit for consumer education, or is it strictly an individual effort, or what?

Dr. HACKETT. No, we cooperate with the community in many ways, and I think I did indicate that. I mentioned this one CHEP, which is an extension, and they employ paraprofessionals who are not really home economists, and this is just one example of working with the community. But we do, and this goes out beyond the classroom, such as migrant workers, the elderly, the disadvantaged, many different kinds of handicapped persons.

Mr. HALL. Do you feel we are doing everything we can do to protect the consumers?

Dr. HACKETT. No.

Mr. HALL. How would you improve it?

Dr. HACKETT. I am afraid that would take too long to say. Maybe you need a concise answer.

Chairman PERKINS. Will you yield to me?

Mr. HALL. Yes, of course.

Chairman PERKINS. In connection with that item, we talked about consumer education, and we might as well capitulate because we do not want to be accused on the floor. We want the homemakers and consumer education people all solidly supporting this bill, and it does not hurt anything to have a few of the items out of the bill, but I can assure you that item will remain in the bill. It is a fine item, and it should have a larger appropriation, and I hope we proceed to get it.

Mr. HALL. Very good. I have no further questions, Mr. Chairman.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. No questions.

Chairman PERKINS. Mr. Pressler.

Mr. PRESSLER. Yes, I have a couple of questions.

One is on the consumer-homemaking funds. A third are supposed to be used in Outreach in the community, and how is it going?

Dr. HACKETT. In Illinois, all of it is used in depressed areas, areas of high unemployment.

Mr. PRESSLER. Thank you.

Chairman PERKINS. Your funds are really inadequate, though?

Dr. HACKETT. Yes, inadequate.

Chairman PERKINS. To what extent are they inadequate?

Dr. HACKETT. We have 40 counties that are eligible and this I understand had to be cut to about 35. We have approximately 140 programs funded, but we do have consumer and homemaking programs in countless other districts which don't quality for money. They do it anyway.

Dr. FULTS. We have vocational education programs that have had to be cut, too. The programs that are funded through extension for low income homemakers, that we have three counties left, the programs are in probably the counties of greatest need, Pulaski-Alexander, Madison, and Cook counties, and the programs are continued there, but other programs in Jackson County, Wayne County and Jefferson County have had to be cut out because of lack of funds.

Chairman PERKINS. I hate to hear that. I authored that bill in the first place, and it took us a long time to get it, and we never got it enacted into law until we threw it in with the poverty bill. We had it as far as the Rules Committee four or five times before we ever got it enacted in 1964. But it has been such a wonderful program, and I hope we can do something about it in the future in that area.

Dr. FULTS. In 1972, it was my privilege to conduct an evaluation of the statewide program in Illinois. I visited the northern Illinois, eastern Illinois, western Illinois, central Illinois, and southern Illinois schools, and I met with former students and I met with parents of the students and I met with regularly enrolled students, and it was tremendous, that is, the testimony, from boys and girls who were out working and who came back at 5 o'clock to the school to say:

> This program should be required of all students; and their parents who also said, My boys and girls are now concerned about how they spend their money; they have a budget and they now think before they purchase.

This was very gratifying to hear from all over the State of Illinois. It was gratifying to me to go into homes in the rural part or the homes of the forgotten people, more or less, and to go into the rural homes of poverty and talk with the homemakers about this program and the value of this program. I think we have lots of testimony as to the successful achievements of this program.

Now, I am not saying we can't do better. I hope we will, and we can. But, it is a good program.

Chairman PERKINS. Thank you very much. Let me thank all of you.

Mr. QUIE. First, Mr. Chairman, I have a couple of questions. I was away on the phone.

First, Dr. Hackett, I would like you to know that up in Minnesota the people in homemaking told me they would just as soon have the consumer category dropped, as long as we continued to include them. They said they watched our vocational agriculture and some other categories that were earmarked before and then dropped out, and they were stronger programs and got more than they had before; they felt they could do better if not limited by earmarking.

Dr. HACKETT. I talked with some of my friends in Minnesota.

Mr. QUIE. But they all indicated to me they did not have agreement in all parts of the country among people in the same profession.

Chairman PERKINS. She testified otherwise today.

Mr. QUIE. I heard that testimony, and I wanted to indicate we have some difference of opinion in Minnesota on that. Maybe I didn't work with them long enough up there.

I would like to find out about Northern Illinois University. Do you receive money the same way as junior colleges do?

Dr. HACKETT. No.

Chairman PERKINS. You are separate?

Mr. HACKETT. That, of course, puts us in a situation where you might infer that we are a third disinterested party, but obviously that in fact could not be the case because we are heavily involved in preparation of teachers, and we are concerned about the vitality of vocational-technical education within the State.

While we are not bringing to this committee the very specific detailed problems that you have heard all day concerning let us say program operation and funding at the local levels, nonetheless, these are very vital concerns to us, because without the vitality of those programs I think we will all suffer in the long run.

Mr. QUIE. What do we find in Illinois as far as training of teachers for vocational education between private—and earlier you were talking about training there—and the public institutions? Would you find most of them coming out of State universities or what?

Dr. HACKETT. I believe the statistics would show the vast majority of teachers come out of our public institutions, and I think Northern at the present time has the largest output of vocational-technical teachers in the State.

Mr. QUIE. More than the institutions that once were teachers colleges—and what do you call them?

Mr. JOHANSEN. That is what we were.

Dr. WARNER. That is what we were.

Mr. QUIE. You have two universities like the University of Minnesota, and then you have some other universities that were formerly teacher colleges; which are your land-grant colleges?

Mr. JOHANSEN. The University of Illinois, Northern, Southern, Eastern, Western, Illinois State are the landgrant colleges.

Mr. QUIE. Thank you.

Chairman PERKINS. We thank all of you.

The next witness is Mr. William Nagel.

STATEMENT OF WILLIAM NAGEL, EXECUTIVE DIRECTOR, STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

Mr. NAGEL. Mr. Chairman and members of the committee. I am William Nagel, executive director of the State of Illinois Advisory Council on Vocational Education.

It is indeed a privilege to have the opportunity to testify concerning the upcoming legislation. I am speaking today representing the 16 member Illinois Advisory Council on Vocational Education. These lay State advisory councils, as you will recall, are the creation of the U.S. Congress and more specifically of this subcommittee which I am addressing.

During the past few years the advisory council in their mandate to listen to the public has visited many schools, reviewed programs and services of those schools, evaluated State plans and made recommendations for change. While there was considerable dialog in the State about the duplication of programs and of efforts, our council must acknowledge the outstanding efforts of the Division of Vocational and Technical Education in working with the boards and staffs of the Illinois Community College Board, the Board of Higher Education, and the State Board of Education. There is a fine working relationship between these agencies, and there is a growing cooperation between the community colleges and the secondary schools in the area of vocational education.

Additionally, technical assistance to CETA vocational education programs is available to 20 prime sponsors, including counties, the balance of the State and the city of Chicago, as you already heard in the testimony.

At a recent meeting of the State Board of Education in a policy statement they stressed that its position regarding vocational education was a very high priority, second only to quality education. Public Law 90-576 has not achieved everything envisioned for it, and this has been illustrated by the recent GAO report on vocational education. The problems that it relates and reports are very real, and its analyses in many cases are good.

However, the fact there have been problems in implementation and administration of the 1968 amendments is not a reason to scrap them and start all over again. Mr. Gregory Ahart, representative of the GAO who gave testimony to this committee, said that there is no need for major changes in the 1968 amendments. The need is to see that it is properly administered, with tighter planning, evaluation and coordination among the various vocational programs and other manpower training efforts. This can be accomplished we feel within the context of the 1968 amendments.

I would cite one example, the Federal Register on August 6 in the immediate past, published proposed rules and regulations from OE for mandatory additional cooperation and coordination between CETA and vocational education, to reduce any duplicative efforts. I would hope that DOL would respond with like rules and regulations when they rewrite CETA, and I hope some of the members sit in dual capacity on that committee.

With efforts for new legislation have come institutional biases and semantics clouding the concept of vocational education. It is quite apparent that coining of terms such as occupational education is a device to separate programs at the secondary level from those of the postsecondary level.

The career education concept has further been confusing different people regarding the role and identity of vocational education. Vocational education takes place in many types of institutions and for people of all ages in every community. It must be conceived in its totality rather than segmented by institutional or disciplinary interests. The interpretation of the 1968 amendments by DVTE has resulted in improved and expanding opportunities for vocational education in Illinois, such as you have heard all day.

I will skip a considerable part of my testimony, because I don't want to bore you with all of those statistics over and over again. There is one area, however, that came out quite loud and strong in the GAO report, and that is regarding State administration.

Illinois has shared on a 50-50 basis the administrative costs of vocational education over many, many years. As reported earlier, the administrative staff of the division has been reduced over 15 percent in the last 5 years, while enrollments have climbed from a little under 200,000 to better than 1 million. The advisory council's recommendations over the past 5 years have been implemented in about 75 percent of the cases by the State Board of Vocational Education. The council feels that a very reasonable relationship exists between them and the principle State agency, and can state that the Illinois programs on vocational education have moved ahead during these past 5 years. The Council would urge the subcommittee to strongly consider these items of concern in drafting new Federal legislation.

The State plan for the administration of vocational and technical education is really the heart of the 1968 amendments. It has generally not lived up totally to its expectation and has not lived up to the comprehensive planning based on needs assessments. The State plan should become a planning mechanism, not an annual budget accounting procedure, and not a compliance document.

As a corollary, if the State plan is to be effective, evaluation on a continuing basis must be a part of that process. Evaluation must take place at various levels, and the State board or State agency must perform a self-evaluation. The U.S. Office of Education should check against the legislation and again by the annual reports of the SACVEs for suggested revisions but not to alter the plan with respect to Federal intent or priorities, and make sure that the intent of the State is in line with that legislation. A third evaluation of course is by the State advisory councils, who represent an independent lay viewpoint of consumers and the beneficiaries of these educational programs.

The councils are concerned only with whether or not the State plan works and if it provides good quality education, geared to real life needs. We would urge that these independent valuations now made by the national and State advisory councils be continued and be strengthened.

In Illinois, a significant step has been taken in integrating into the umbrella structure the Governor's Advisory Council on Manpower, and the Advisory Council on Vocational Education as an independent standing subcommittee. The purpose is to integrate wherever possible the evaluation of programs for CETA and for vocational education. Effective planning and coordination must involve all levels of education. We cannot support proposals that separate vocational funding into two separate blocks. It is our belief that part (B) of title X of Public Law 92–318 should be incorporated into the Vocational Education Act and required as a postsecondary vocation education, whether in community colleges or junior colleges, 4-year institutions, and or adult education programs, and the facilities should be a part of a State plan for vocational education.

While I have not put this in my prepared statement, I would like to observe that in my judgment the 1,202 committees have been quite ineffective over the country, and that I would suggest that the legislation get them straightened out, or suggest a new method of coordination. They, in my judgment and that of the council, have been most ineffective.

There must be a single State agency to assure the administration of all State and Federal funds appropriated for vocational and technical education for the elementary and secondary schools and community colleges. One State agency should be charged with the leadership and the responsibility to provide a total program of vocational education which includes both the community schools and higher education.

In Illinois, figures show that 27 percent, much higher than the mandated 15 percent, is what schools are being reimbursed at the postsecondary level.

According to USOE figures for 1973, the latest one available, that figure nationwide is around 23.5 percent. So the 15 percent mandated effort is being realized.

There has been mentioned today that they would like to have more money relative to the 20 percent under the H.R. 3036. I can state the councils do not want it because it would put them into an administrative function, and we think our impact and the strength and independence of the council would be vitally impaired if we got into the administrative area. There cannot be effective planning if funding is administered by competing agencies. Funds should be administered on the basis of purpose which extends across the various segments of the educational community rather than on the basis of grade levels or institutional structures. The fact that this arrangement might cause communication and cooperation between different sectors of the community educationalwise, the council views it as a desirable development. Local advisory councils, at least on a State-regional basis, should be encourage to assist schools with quality programs and the State advisory councils in their evaluations. This should not require additional specific Federal spending. A small increase in funding to the councils for evaluation purposes would permit them to give technical assistance to local or regional councils.

Advisory councils at all levels should be involved in the planning stages, not represented, or not presented a finished product in a planning document for comment, as is sometimes the case.

The sixth report of the National Advisory Council, counseling and guidance—a call for change—recommended that Congress implement categorical funding for guidance and counseling in all legislation requiring those services. Our council believes that moneys from other public laws should be available for these services, and not come from or be limited to the scarce vocational moneys as is now the present practice.

Any vocational funds used for counseling should be used specifically for training of counselors in the areas related to vocational training and job opportunities, rather than for expansion of the general counseling program.

In sex discrimination in vocational education as a result of society patterns and pressures, vocational education has a responsibility to take a lead in changing these patterns. The U.S. Office of Education should provide technical assistance to States to eliminate sex stereotyping in vocational programs.

Chairman PERKINS. Do you think there is much of that today?

Mr. NAGEL. I think it is changing.

The State plans should explain the affirmative action to be taken by the State to end sex discrimination in the vocational classrooms. The Illinois Council has annually for 5 years recommended the initiation of such a program, and we will have to state publicly that the division is currently developing new programs and approaches to overcome this problem.

If vocational education is to meet its responsibilities in the current economic crisis, it must be able to respond readily to contemporary needs. New legislation should encourage specifically the use of funding for development of accelerated courses, after hours and weekend use of facilities, greater cooperative education programs, on-the-job training, and conversion or phasing out of obsolete courses. It should encourage outreach programs to locate dropouts and the unemployed who need training or retraining, and all of it should be done in full coordination with CETA to prevent duplication.

All vocational programs, both secondary and postsecondary, must have an open-door policy. Perhaps one of the greatest, if not the greatest, single weakness in the vocational education training today is the lack of resources to keep the curricula current with the rapid changes in the world of work. We would urge a strong emphasis on curriculum development, and if this part of the act is not consolidated as there has been talk about, then there should be an additional authorization for part I, curriculum development.

The commissioner of education recently requested a study on the effectiveness of the Educational Professional Development Act. Dr. Phyllis Hamilton of Stanford Research Institute completed this study, and I would urge the subcommittee members to secure this document as a resource paper. It has just recently come out since May.

The Illinois EPDA has been instrumental in supporting programs for personnel development with about 750 persons in from 1-day workshops to full-time 1-year academic programs. No new curriculum will be valuable unless someone understands and can use personal development funds for both inservice and preservice programs that should be tied directly to any vocational education new legislation.

Just as local funds have increased in vocational education and in technical education, it is necessary to increase Federal and State funds. The enrollments in Illinois since the 1968 amendments indicate that the per student dollar support has decreased and local operational support has increased from approximately 20 million to over 200 million at the local level to keep vocational programs intact and meet student demands.

The present Federal policy of large authorizations of vocational funds and then the resultant relatively small appropriations certainly does not induce good Federal, State or local planning.

I might close with this discussion of consolidation, Mr. Chairman:

The 1968 amendments, while permitting a broad latitude of the State to use Federal funds, at the same time identified and supported specific national priorities. The major portion of the funds, part B, the grants to the States, permits a State to meet its individual needs within the very broad scope of that part B. The categorical sections of the act, parts C through J, were designed to meet specific national concerns which were not being adequately dealt with by most States. In addition, there are categorical minimums for the disadvantaged and the handicapped in postsecondary.

The Council knows that the national priorities for these persons, the disadvantaged and the handicapped, have not been realized, not in Illinois nor in many other States. We would favor a categorical requirement in the new legislation for both the disadvantaged and the handicapped in the hearings that have been conducted and are being conducted or are finishing.

Mr. QUIE. May I interrupt? A single one for each, or do you mean to include them together, the disadvantaged and the handicapped?

Mr. NAGEL. Just like it has been satisfactory.

Mr. QUIE. All right.

Chairman PERKINS. You mean the present two categorical items, keep them identical the way they are?

Mr. NAGEL. Right. Parts C through J, if the hearings indicate that the national priorities have not been met, then they should continue to be categorized. However, if this is not the case and you feel that some of the national concerns have been met, the Illinois Council would support a position for consolidation of perhaps parts C and D into one items, innovation and reserve. Similarly, personnel development and curriculum development could be consolidated.

Parts F, G, and H, and I may get in trouble with some of the members of the previous panel, we feel might be consolidated also. The council would not recommend, however, any new legislation to further subdivide the act than what is presently the case.

We find no basis for the argument that because the act mandates separate rules for administration of a category that it is all bad. We are more disturbed that vocational education could be bothered by State education agencies or turned into a political argument between the executive and legislative branches of Government.

Mr. Chairman, that concludes my testimony, and I am willing to respond to questions.

[Information referred to in testimony follows]

Funding.—Local support for vocational and technical education has increased dramatically since 1969. Also, State and Federal funding has increased by nearly double over the same 1969–74 period. The following table illustrates this history:

	Federal	State	Local	Total
Fiscal year:				
1969	$10,659,010	$8,689,585	$20,074,944	$39,423,539
1970	14,885,381	14,734,266	[1] 100,795,983	130,415,630
1971	16,938,697	14,898,120	151,150,261	182,987,078
1972	19,847,913	14,245,500	155,005,898	189,099,311
1973	18,839,579	15,168,270	169,821,618	203,829,467
1974	23,528,017	15,669,635	180,496,744	219,694,396

[1] First year for reporting total expenditure in vocational and technical education by local agencies.

Enrollments.—Statewide enrollments increased from 165,647 in FY–69 to 1,001.134 in FY–74. The following table graphically depicts this increase:

	Fiscal year					
	1969	1970	1971	1972	1973	1974
Occupational programs	165,647	511,482	509,444	567,307	569,872	581,236
State agencies					4,714	9,214
Prevocational		103,573	686,684	783,835	471,392	500,684
Total	165,647	615,055	1,196,128	1,351,142	1,045,978	1,091,134

The following chart of enrollments by occupational area shows the impact of the priorities developed by the State Board of Vocational Education and the increased student need despite an increasingly difficult economic situation.

	Applied biological and agriculture	Health occupations	Business, marketing and management	Personal and public service	Industrial oriented
Fiscal year:					
1969	23,907	7,522	67,706	4,617	61,925
1970	23,700	7,965	267,612	15,712	196,493
1971	24,292	11,438	260,385	22,579	190,742
1972	30,335	17,682	254,111	40,160	216,010
1973	26,948	18,331	271,918	33,922	218,753
1974	28,479	19,386	286,075	44,536	221,479
Percent increase	19	61	75	90	72

Disadvantaged and handicapped.—The 1968 Amendments gave priority concern to the areas of disadvantaged students and handicapped students. This national priority was encouraged in Illinois, but though making headway, vocational education has not served these areas in the hoped-for manner. Public schools and community colleges do provide additional services but much remains to be done. These institutions are encouraged to keep this clientele in regular vocational education programs. The FY 1974 figures show enrollments of 95,908 disadvantaged persons, 19,495 handicapped students, and 9,214 wards in State agency programs.

Area vocational centers.—Illinois has shown an increase in the number of area centers, their enrollments and participating schools. The 1968 Amendments provided the reimbursement money for implementing these centers. In FY–74 there were 24 operational Area Vocational Centers; four Centers were under construction, and five in the planning stage. The first Area Center was approved in 1966, but today there is no statewide plan for area center development based on individual needs or on occupational needs.

	Number of centers	Number of enrollees	Number of participating schools
1969	14	3,802	117
1970	17	5,799	175
1971	17	7,490	175
1972	21	11,484	235
1973	23	12,583	255
1974	24	14,395	268

SACVE RECOMMENDATIONS REGARDING PROPOSED VOCATIONAL EDUCATION LEGISLATION

1. The 1968 Vocational Education Act should be extended. Change should be made with caution and only after careful consideration.
2. Tighter planning, evaluation, and coordination among various vocational programs and other manpower training efforts are essential, but should be done within that State's planning requirements.
3. The importance of the State Plan as a planning mechanism should be reemphasized. It should be a five-year plan with annual reports on progress.
4. Evaluation must take place at the Federal level through the Office of Education, at the State level through the State Board (self-evaluation), and by the State Advisory Councils.
5. A single State agency should administer all Federal (and State) funds appropriated for vocational and technical education on the basis of purpose rather than grade level or institutional structure.
6. Part B of Title X of P.L. 90–318 should be incorporated into the Vocational Education Act, and should require that postsecondary education programs, whether in area vocational schools, community or junior colleges, four-year institutions, or adult program facilities, be part of the State Plan.

7. A network of local or regional advisory councils should be developed to assist schools with quality programs and State Advisory Councils with evaluations.

8. Any vocational education funds for counseling should be used specifically for training of counselors in areas related to vocational education and job opportunities and not to general counseling programs.

9. Legislation should mandate that vocational and technical education programs are available to students of both sexes.

10. The use of funds should be encouraged for the development of innovative vocational and technical programs.

11. Federal funds must be increased for vocational and technical education.

12. Unless national priorities have been accomplished, categorical funding should continue in new legislation for those parts not achieved. There should continue to be a minimum level of support for the disadvantaged and handicapped.

Chairman PERKINS. No questions.

Our next witnesses will come around as a panel.

Mr. Woody Lee and Mr. Curtis Platt are not here.

All right, we will hear Mrs. Stevenson now of the Illinois Vocational Association.

STATEMENT OF BETTY STEVENSON, ILLINOIS VOCATIONAL ASSOCIATION; ACCOMPANIED BY PETER JOHNSON, PRINCIPAL, SCYAMORE HIGH SCHOOL; ALMA HICKS, PRESIDENT, OMAHA HOME ECONOMICS TEACHERS ASSOCIATION; LLOYD LOGAN, PRESIDENT, VOCATIONAL ADMINISTRATORS; ELDON E. WITT, EXECUTIVE SECRETARY, ILLINOIS ASSOCIATION OF VOCATIONAL EDUCATION TEACHERS; AND JOHN GIBSON, DIRECTOR, AREA VOCATIONAL SCHOOL, PAGE COUNTY, ILL.

Chairman PERKINS. Without objection, your prepared statements will all be inserted in the record.

Ms. STEVENSON. Mr. Chairman, we meet before you as a group of vocational educators and are members of the Illinois Vocational Association, and come from different parts of Illinois, from the east, west, south and north. We represent the K-12 through to the postsecondary level.

Because of the time element, we will briefly outline our testimony to provide a basis for any questions you may have. You have copies of our full testimony.

We sincerely thank you for your belief in and support of vocational education. We thank you for your interest and your time and your work in seeking a comprehensive master plan for implementation of vocational education across the Nation.

In presenting our testimony, each of us has drawn heavily upon our own educational experiences, bringing data and relating specific instances that have occurred in our particular school system. We feel that you are seeking answers from the grass roots level and that level which involves working directly with students.

Our present speakers are as follows:

Peter Johnson, principal of Sycamore High School, a comprehensive high school with over 70 percent of its students enrolled in one or more vocational courses; Eldon Witt, executive secretary of the Illinois Association of Vocational Education Teachers, and Illinois Future Farmers of America; Alma Hicks, president of the Omaha Home Economics Teachers Association; Lloyd Logan, president of Vocational Administrators in Illinois for Elementary, Secondary and Community Colleges, and he is presently employed at the Department of Vocational Education; John Gibson, I believe the director, Area Vocational School in Page County, one of the largest area vocational schools I believe in the United States and perhaps in the world; and myself, Betty Stevenson, president of the Illinois Vocational Association and vocational coordinator for kindergarten through grade 12, Southern High School at Stronghurst, in west central Illinois. In my testimony, I cite an illustration of a boy who attended high school for 5 years to finally graduate without a saleable skill because the school did not provide vocational education courses to meet this need. Some students do not elect to go into postsecondary retraining. He did not. We were requested at this hearing not to throw out the baby with the bath water. Let's be certain to save the boy.

During the past 4 years, vast changes have taken place in our school district. This change is due to, No. 1, the overall emphasis placed upon vocational education at the national level through legislation; No. 2, to the assistance we have had from the division of vocational and technical education in Springfield, and; No. 3, the vocational funding which has served as an incentive for the local funding of vocational education by our school board.

Our local school district assumes approximately 90 percent of the total cost of our vocational program. We have 32 percent of our graduating students that go directly into the job market. We have an open enrollment, and we are a school of 700 with 253 high school students. We have progressed from a curriculum of little or no vocational courses to a full total career education program, including a K–8 world of work information program and a K–12 vocational offering in five broad vocational areas. We have orientation courses and on-the-job training.

Last year 83 percent of our high school students attended one or more of these vocational classes. We are fully approved by the division of vocational and technical education in the State of Illinois.

As part of my testimony I have included copies of our district's 1- and 5-year plans and an article from the Journal of Career Education, University of Missouri, describing our K–8 world of work program.

[Prepared statement of Ms. Stevenson never received.]

In order to further fulfill needs of our students, we write joint agreements with other schools within ur area. For the future growth of vocational education, it is imperative that legislation be passed which will provide a framework through which to promote the concept of career education; organize a delivery system including a single State agency with direct lines of education, including an accountability process; promote awareness and acceptance of vocational education; see that it is a comprehensive program that cuts across all types of institutions at all levels; meet manpower needs; upgrade standards and quality; provide support for research; and of course provide funding which will assist in maintaining and upgrading these programs, as well as implementation of new programs.

We would like a complete approach toward this comprehensive plan. This would include a rationale of accountability, a careful plan, open and direct lines of communication, the cognizance of manpower needs, the definition of concept, the knowledge of the needs of educational faculties and the appropriation of funds.

I will hand it over to Peter Johnson.

STATEMENT OF PETER JOHNSON, PRINCIPAL, SCYAMORE HIGH SCHOOL

Mr. JOHNSON. Thank you, Mr. Chairman.

I appreciate the opportunity to appear before this committee, and I am highly supportive of H.R. 3037 and the educational amendment, and to continually expanding in support of public elementary and secondary schools.

I guess I am one of the few people representing a comprehensive high school today. I am not too concerned about how you cut the pie, but it is just that we should get a little more pie for all of the kids in the United States in the way of vocational education.

Chairman PERKINS. How would you fare, though, if we gave the community college an outright 40 percent in funding?

Mr. JOHNSON. Well, 40 percent of what?

Chairman PERKINS. Forty percent of what you are presently getting.

Mr. JOHNSON. That wouldn't help us as much as we are now being presently helped, of course, but I guess what I am saying is I would like to see more funds go into vocational education. When two-thirds of your enrollments are going into the world of work with less than a baccalaureate degree, of course we are concerned that more funds be spent in that particular way.

Chairman PERKINS. We all are, and we are just talking about if you did not get any funds——

Mr. JOHNSON. Right. I understand. That is one of the reasons for saying that we utilize the junior college in some programs and write special contracts with them and utilize joint agreements with other districts to provide programs, and don't depend on the area school as the only source of vocational education.

Our students are enrolled for four reasons, basically: To develop saleable skills, to develop mental awareness and explore opportunities, to have cooperative programs, and provide college-bound students with saleable skills which may be used in case they don't complete programs of studies.

One of the disheartening things to me is to see them go away after being in a college preparatory program and come back after a year and have no backup skills.

One of the things that we did, we made a 40-year study of the graduates of our vocational programs to see what was happening. This was done as a master thesis with our vocational programs through the Northern Illinois University, and we found 50 percent are staying in the types of jobs in which they receive training, and another 20 percent reported they felt the opportunity they had in vocational education did help them in their present employment. Perhaps the most significant thing to us is the fact that over 80 percent of our vocational students have remained in our community and become workers, technicians, taxpayers, and parents of our next generation. We feel we have a real obligation to those people who chose to stay in their own community.

So, in the recommendations I would like to comment on a few of these things. I would like to see you continue to fund all five occupational fields as identified in the State plan in Illinois and place particular emphasis on the programs for high school students designed to prepare them for entering the labor market. Of our students, 30 percent do graduate from four-year colleges, and more than one-third of the students terminate their education on or before high school graduation and must make a living on the vocational programs provided through grade 12 or less.

Other things that I would like to see happen would be to continue to encourage the current education concept which relates to career guidance, career awareness, and career exploration, decisionmaking, career planning and preparation; maintain consumer and homemaker economics as part of the Vocational Education Act of 1975; continue to fund vocational programs for high school students which are designed to prepare them for advanced training.

Most of our students who take postsecondary school courses are graduates of secondary vocational programs.

Continue to make it possible for secondary schools to contract for specialized training with private and other institutions, including postsecondary schools. Place special emphasis on programs for the disadvantaged and handicapped students. Place special emphasis on youth organizations—and I think we need more help along those lines. Some of the students only have an opportunity to become involved in democracy through club opportunities at the high school level. I see a real need for this particular area.

We do a lot with baccalaureate programs in our area, and some students are not placed in the cooperative programs because of the economy and the cost to the employer. I would like to see an opportunity to provide for reimbursement for added costs to employers for on-the-job training of students enrolled in that program, similar to the G.I. program we had after World War II. Make grants available to institutions who provide preservice and inservice programs for future and present vocational teachers. Inservice is the name of the game. We have to keep our vocational teachers attuned to what is happening in 1975 and 1976 and so forth.

Last, require an evaluation system for all vocational programs at the local level in light of curriculum, teacher competency and meeting student and community needs.

Thank you for the opportunity.

Chairman PERKINS. Who is your next witness?

STATEMENT OF ELDON E. WITT, EXECUTIVE SECRETARY, ILLINOIS ASSOCIATION OF VOCATIONAL EDUCATION TEACHERS

Mr. WITT. Mr. Chairman, I represent the Illinois Association of Vocational Education Teachers, as well as the Illinois FFA. I am real sorry that the FFA members I had here today could not stay to mention some points that they did have, but I think the mere fact that they had to leave is evidence that they are an active organization and do have many things to do. Incidentally, one was going to Ridgeway and the other is going to Chicago, and giving a keynote address on vocational education, and I am positive that they gathered material this morning that they could use there.

In my testimony that I have written, I talk about agricultural education because that is my background and training. However, I do believe that if I eliminated the word "agriculture" and put "vocational education" in there that the 15 points that I have mentioned would stand.

I do want to just hit a few here at this time and let the rest of my written testimony stand on that point.

In agriculture education, we believe that vocational programs should be provided at a time that the students want to enroll. This can be any time from your kindergarten through grade 14 or through your senior institutions. But in agriculture, we like to think of a 6-year program, or in agriculture in Illinois at least, we like to think of a 6-year program. We would hope that our vocationally trained guidance counselors would also consider agriculture education, vocational education in this same light. We also believe then that there should be a system of financing that will provide the courses that the student needs at the time they want to get into it. We also think that there should be a system of evaluation that judges a student on whether he was placed in the occupation for which he was trained and into this world of work, or if he has continued on into continuing his education, and we think that the system of advisory counseling, local, State and national, would be ideal.

We think there are some definite needs for some research spending to find the solutions that we have for the problems we have in vocational ducation and in agriculture. We think that there needs to be a system of identifying the job classifications, local, State and national, that many of our students are actually working in work that never really shows up in the manpower figures.

We think there is a definite need for the ownership, partnership, supervision, occupational experience programs that have been developed since 1917 down through the agricultural area, and that this is practically a "must."

We think that because of this then that there must be an extended employment for a complete program, and we have no desire whatsoever in any discipline of vocational education to fund those programs that are not complete, but if there is a complete program then there should be a properly trained person, both technically and in the art of professional teaching, to supervise that student.

We think that there should be a maintenance of identity in all of the disciplines of vocational education, and of course we have an extremely firm belief in the vocational youth groups, that if we are to train the leaders and provide the leaders, not just in agriculture education but those leaders across all of the areas of occupations, then we certainly must have vocational youth groups in our secondary schools today.

[Prepared statement of Eldon Witt follows:]

PREPARED STATEMENT OF ELDON E. WITT, EXECUTIVE SECRETARY, ILLINOIS ASSOCIATION OF VOCATIONAL EDUCATION TEACHERS

Field hearings by the Sub-committee on Elementary, Secondary, and Vocational Education may have the most important single impact in the development of the Vocational Education Amendments of 1975. It is hoped IAVAT can contribute in some measure to the success of the efforts of the Sub-committee as it considers the place of vocational education in the total educational program for the Nation.

The Vocational Education Act of 1963 and the Amendments of 1968 presented many new challenges to vocational agriculture education. It is true that vocational education in agriculture had as its primary purpose for many years the preparation of youth and adults for farming. It is just as true the present program of vocational education in agriculture is not limited to serving persons preparing for farming; instead, the program serves all persons interested in preparing for any occupation involving the knowledge and skills of agricultural subjects. The Illinois secondary enrollment figures for students in vocational education in agriculture give an indication that students have developed a new interest and desire in the program.

High School enrollments: Highest (prior to 1963) approximately 17,000 in 1954; lowest approximately 15,000 in 1960; 1974–75 school year approximately 27,000 plus.

As indicated by the enrollment data, the high school agriculture enrollments are trending upward.

The number of workers employed in agricultural jobs has been variously estimated at anywhere from 33% to 40% of the labor force. Most of these jobs are never revealed in the employment and job statistics simply because of the manner in which such data are gathered and summarized. If youth are to be provided with the education needed for their future work, the full meaning of the term agriculture in terms of today's economy must be accepted.

The Illinois Association Vocational Agriculture Teachers recognizes that vocational education is an integral part of Career Education but enough different in its approaches to the education of a complete citizen that identity and articulation from kindergarten through continuing education must be maintained. For these reasons IAVAT recommends that any Bill extending and amending the Vocational Education Act of 1963 must consider the following beliefs:

1. Vocational education in agriculture has a responsibility for helping prepare persons for all occupations involving knowledge and skills in agricultural subjects.

2. Education and training in agriculture can be provided only by persons highly trained technically in agriculture and professionally in the art and science of teaching.

3. Vocational education in agriculture has contributed in a real sense to the growth and development of the agricultural sector of our economy. It can help to keep the economy strong and growing by maintaining strong programs of vocational education in agriculture.

4. Agriculture education has a definite contribution to make to the education of all people—vocationally oriented persons; non-vocationally oriented persons; slow learners; the gifted; elementary students; secondary students; post-high school students and adults of all age levels.

5. Agriculture education supports the belief that vocational programs should be provided at the time students are interested in enrolling.

6. Agriculture education supports the belief that any system of financing education should make it possible for youth to obtain vocational education in the field of their choice.

7. Agriculture education supports the belief that evaluation should be based primarily on the successful placement of students whether in jobs or in programs of continuing education. Guidelines should be developed to coordinate evaluation, local, state, and national. A system of Advisory Councils would be ideal.

8. A new role of vocational education secondary programs is that of preparing students for post-high school vocational and technical programs.

9. Research is needed to find solutions to many problems in the field of vocational education and agriculture.

10. Agriculture education supports a system of adequately identifying the need for workers in the knowledge and skills of agriculture.

11. Agriculture education supports the belief that entrepreneurship and ownership-partnership activities developed through the realms of supervised occupation experiences is a necessity in the training of youth.

12. Agriculture education supports the belief of extended employment for teachers is a necessity if the objectives of a complete training program are to be met.

13. Agriculture education supports the philosophy of maintaining identity of all disciplines within the organizational structure so that each teacher in each discipline may establish basic communication in their respective disciplines.

14. Agriculture education supports the belief of vocational youth groups as an integral part of instruction in all phases of vocational education.

15. Agriculture education supports the belief that continuing education to maintain and up grade the skills of those employed or to retain those seeking skills and knowledges for new employment is a priority.

In a brief study of H.R. 3037 the Illinois Association Vocational Agriculture Teachers believe this Bill presents more of the beliefs of agriculture education and could suitably become the vehicle in reaching a final bill meeting the needs of vocational education.

Mr. WITT. Thank you.

Chairman PERKINS. Who is next?

STATEMENT OF ALMA HICKS, PRESIDENT, OMAHA HOME ECONOMICS TEACHERS ASSOCIATION

Ms. HICKS. Thank you, Mr. Chairman.

I address my comments to the specific area of consumer and homemaking education at the secondary level. Every person is a homemaker: male or female, young or old, educated or uneducated, black or white. Homemaking is a job for every American. The stereotyping of a woman as the only homemaker is no longer relevant in today's society. Men and women both need skills in consumer and homemaking education.

In the consumer and homemaking curriculum, of course, it is based on managerial skills for preparing men and women for homemaking, as Dr. Hackett mentioned earlier, and I won't go into it at this particular time. We do stress the dual role of a wage earner and homemaking.

I would like to mention that it is greatly needed, and I would like to refer to some figures that we have.

Consumer education, of course, is required in Illinois at Murphysboro High School where I teach. We required it at the 12th grade level of both young men and young women, and last year we had about 200 senior students who had this training. As I say, it is required. Not only that, Murphysboro does have about 947 students, and 495 of these do take consumer and homemaking, or consumer education.

At the State level, in 1971, there were 6,936 young men and women enrolled in 71 school districts. In 1975, 17,319 young men and women were enrolled in 129 school districts, and two-thirds of these programs are in southern Illinois.

Mr. QUIE. How long have you had a program for men?

Ms. HICKS. I can't answer that question, but it has been for several years.

Mr. DEES. Seven or eight years.

Ms. HICKS. I would further like to state there have been many examples of successes I could give, but one I would like to particularly refer to is the young man who graduated from our school system and went to Washington, D.C., to work in some department—I am not sure which—but anyway, he told me when he came back this summer he could plan a daily menu for 55 cents if he had to.

He can also get out of an unsatisfactory housing contract and he can also determine his own balance in his checkbook. I talked to his mother, and she said that none of her other three children could do it when they graduated from high school, so that I thought is one success story I would share with you.

I would further emphasize that consumer and homemaking education utilizes the Future Homemakers of America, the vocational youth group for male and female students, as an integral part of the instructional program in developing leadership skills, vocational choices and personal development.

By the way, the testimony of the student is included in my written notes there.

Consumer and homemaking education can and does provide basic education and experience in occupations related to home economics as well as upgrading all aspects of living which, in turn, enhances employability in business and industry.

The importance of retaining consumer and homemaking education as a line item or by providing a similar applicable funding method in the vocational education budget is urgently requested so that this vital part of secondary education can be continued.

I appreciate the opportunity to appear before this committee. Thank you.

Mr. QUIE. You said you had some figures?

Ms. HICKS. Yes.

Mr. QUIE. Do you know how funding of consumer and homemaking education was funded for the disadvantaged and handicapped?

Mr. HICKS. How it was funded is through the disadvantaged and handicapped?

Mr. QUIE. The advisory committee indicated the Federal, State, and local funding of vocational education since 1969, but I have not seen a breakdown. Is it in your figures, if I looked there?

Mr. DEES. Yes.

Mr. QUIE. Do you know where it is?

Ms. HICKS. Credit hours, is that what you are asking?

Mr. DEES. Page 57.

Mr. QUIE. What I would like to find out is how consumer-homemaking compared with the other areas of vocational education in the last few years as far as State funding is concerned.

Mr. DEES. Page 96.

Ms. Hicks. I would say of course that funding is based on the disadvantaged and handicapped unemployment rate, welfare, and of course in southern Illinois we usually have a lot of these.

Mr. Quie. Would you help me with this? You have, I am sure, some figures for 1971 and on the total increase?

Mr. Dees. We have a problem in this from one fiscal year to the other. Basically we have held back 1 year so that we will have funds if a line item is phased out and the schools are not then left with unemployed teachers and a program ready to start that does not start.

Mr. Quie. Are you talking about line items in the State budget?

Mr. Dees. In the fiscal year, in the obligation of the Federal funds this is, so that this is hard to follow in relation to the obligation, but this does show how it has gone up. We received approximately $1 million this year in Illinois for consumer-homemaking.

Mr. Quie. I see in 1971 you had $204,000 it says, and then $524,000 in 1972 and $694,000 in 1973 and $922,000—or are those millions?

Mr. Dees. No, thousands.

Mr. Quie. That is a substantial increase which nobody else can compare with.

Mr. Dees. That is correct.

Mr. Quie. That being the case, you had a greater increase in consumer-homemaking, and you have it as compulsory in 12th grade. Why do you need to be protected by a line item in the Federal budget?

Mr. Dees. Congressman, maybe I should explain that the required consumer education is not consumer and homemaking. It is a general course that is required by the school code; but the homemaking, or consumer education and homemaking are, as a particular thrust, that is different than the general consumer education mandated by the State.

Mr. Quie. Going back to you Ms. Hicks, you are doing so well with this funding, better than all of the other segments, why do you need that protection?

Ms. Hicks. In the schools in southern Illinois we would not be able to offer consumer education as a course without separate funding.

Mr. Quie. I am not talking about dropping the Federal funding, but I am saying you compete for the funds with everybody else in vocational education, that is, competing with agriculture and so forth, instead of getting them directly.

Ms. Hicks. We do to some degree.

Mr. Quie. You were, but couldn't you compete very well?

Ms. Hicks. Yes.

Mr. Quie. From what I have seen happening in the States and school districts, you have no trouble competing at all. You don't need a category. I would agree with you if anybody proposed to take away the Federal funding because it supposedly does not lead to gainful employment like the others. But we went through this whole thing in 1963 with vocational agriculture, and I remember they just fought like anything because they thought it was the end of that area. But I thought we would compromise that in the new money you compete for, but you are protected under the old money. Then, in

1968, we changed it for everybody else but consumer-homemaking, and I don't find anybody disagreeing. With all of the programs I find they are much stronger because it is a healthy thing when you are competing, and your programs advance better. That is the same thing I think that could occur here.

Ms. **Hicks.** Possibly. But in some areas, where the school systems have a large unemployment rate, and this kind of thing, it would hurt them.

Ms. **Stevenson.** Our school district operated in the red at $157,000 last year. We have some 90 percent of vocational programs. We have written consumer contracts in the past. We do not have one for the coming year, but in the past few years we have had a contract for $4,200 which has certainly added to our aid or assistance for vocational education.

Now, I don't know how much, if any, of these funds are coming from our school system. This act adds an incentive, and I play upon this very well as to why we are getting 10 percent. We play that up, and play down the 90 percent we are funding with local funds. So I would use that funding as an incentive.

Mr. **Quie.** I wouldn't propose that you lose any money, but only that you get the money for the total education, so the only ones that would take away from you would be, say, if vocational agriculture told a better story, you know, than home economics, and I don't know they can do that.

Mr. **Pressler.** Will the gentleman yield? I have to catch a 4:15 flight back to Washington, but I wanted to thank Congressman Hall and Congressman Simon for having us here. I may submit other questions in writing before I leave, but I just wanted to make that statement.

Mr. **Simon.** I might add we appreciate your coming here to Illinois.

Mr. **Hall.** Yes, we do. I think you are a very colorful addition.

Mr. **Pressler.** I want to thank all of the witnesses who participated. I learned a lot, and I will be here for a while. I am sorry I interrupted.

The **Chairman.** Any questions, Mr. Hall?

Mr. **Hall.** Not on this point, except to say that, Betty Stevenson, in case I don't get the chance, my wife said I should make a point to say "Hello" to you and I do appreciate your coming.

Ms. **Stevenson.** Thank you.

The **Chairman.** Mr. Simon?

Mr. **Simon.** I would appreciate, Ms. Hicks, on reflection if you have any ideas in response to Congressman Quie's questions, that you would drop me a note and maybe drop him a note, is that all right?

Ms. **Hicks.** Yes.

Mr. **Simon.** Because I think it is a pretty fundamental question, "What would happen if you eliminate that line item?"

I have no further questions, Mr. Chairman.

[The prepared statement and letter of Ms. Alma Hicks follows:]

ILLINOIS VOCATIONAL HOME ECONOMICS TEACHERS ASSOCIATION,
Murphysboro, Ill., September 22, 1975.

Hon. PAUL SIMON,
House Office Building,
Washington, D.C.

DEAR MR. SIMON: I, again, express my appreciation for being allowed to speak for Consumer and Homemaking Education at the recent hearing on H.R. 3037 in Springfield.

In reply to Mr. Quie's question, "What will happen if Consumer and Homemaking is not written specifically into the 3037 Bill?"

There will be no consumer and homemaking courses in Illinois! I give the following reasons:

1. When funds are not "ear-marked" or identified for a specific purpose, the funds are squandered or spread so thinly that no good is realized. As I teach in my classes, a budget must be thoroughly thought through and money set aside to meet present and future needs and wants, otherwise, when "vacation" or an "illness" occurs funds are not available. What then?

2. Funds should be allotted in areas where needed. To qualify for funds, schools with approved plans must meet one or more of these conditions: a) inordinate number of persons per 1,000 receiving general assistance (Illinois Department of Public Aid) b) inordinate number of families per 1,000 receiving aid to dependent children (Illinois Department of Public Aid) c) 6% unemployment rate (Illinois Department of Labor) d) median family income not more than 40% of the national median.

A lack of personal economic competence, especially among the poor, seriously deprives many of these individuals from functioning as consumers, workers and voters. More intelligent and knowledgeable decisions can be made if students are given an opportunity to study consumer issues, the economy, costs and kinds of goods and services available. Many, many young people do not desire formal education beyond secondary school, so I reiterate, consumer and homemaking needs to be taught in the secondary schools and the funds need to be mandated for that level!

Sincerely,

ALMA HICKS.

PREPARED STATEMENT OF ALMA HICKS, MURPHYSBORO TWP. H.S., PRESIDENT, ILLINOIS VOCATIONAL HOME ECONOMICS TEACHERS ASSOCIATION

The House and Senate voting to override the President's veto of the $7.9-billion education appropriations bill was a sterling act for better vocational education of young men and women and one which will yield a better return on the tax dollar than probably any other measure taken this session, if in fact enough funds are appropriated to carry out the measure.

I address comments to the specific area of Consumer and Homemaking Education. Every person is a homemaker: male or female, young or old, educated or uneducated, black or white. Homemaking is a job for every American. The stereotyping of a woman as the only homemaker is no longer relevant in today's society. Men and women both need skills in Consumer and Homemaking Education. One needs only to look at one's own home and family to see the dire need for both marriage partners to have skills for meeting the family needs—nutritional, child developmental, housing, clothing and better quality family life.

The need for Consumer and Homemaking education in Illinois is shown in the following: 1971—6,936 young men and women enrolled in 71 school districts; 1975—17,319 young men and women enrolled in 129 school districts. Two-thirds of these programs are in southern Illinois.

Locally, Murphysboro High School, enrollment about 950, requires Consumer Education for graduation. Young people are enthusiastic and appreciative of having the Consumer Education course and the relevance it has had in their lives. For example, a male student relates how Consumer Education helped him as he was working in Washington, D.C. last year. "I know how to plan and prepare daily meals on 55c, how to get out of an unsatisfactory housing contract, save money by buying wisely, determine my taxes and balance the my check book, only to mention a few." His mother also told that none of her three children were competent to do these things after high school. (Attached success stories and evaluations from parents, students and teachers; Evaluation of Special Consumer-Homemaking Programs in Illinois High Schools, Dr. Anna Carol Fults, Investigator, SIU, Carbondale.)

Consumer and Homemaking is a profession. The cost of hiring all work done in a home, whether the homemaker is male or female is estimated at $14,000 per year (Chase Manhattan Bank). Consumer and Homemaking Education in a secondary curriculum is a must because it meets the needs so necessary for this life long profession of homemaking. At Murphysboro in 1971, 95 out of 750 students were enrolled in homemaking; in 1975, 495 out of 947 students took Consumer Education and/or Home Economics.

The Consumer and Homemaking curriculum is based on managerial skills for preparing men and women for homemaking and wage earning. Consumer and Homemaking deals with all phases of home economics from the consumer's point of view; budgeting, credit, financial planning, record keeping, income tax, buymanship and others, as well as meeting primary objectives of understanding the role of the consumer and homemaker and wage-earner and that of enabling the individual student continuingly to develop values and standards of choicemaking which will help him to understand and live the democratic way of life, throughout life.

Consumer and Homemaking Education utilizes the Future Homemakers of America, the vocational youth group for male and female students, as an integral part of the instructional program in developing leadership skills, vocational choices and personal development.

Consumer and Homemaking Education can and does provide basic education and experience in occupations related to home economics as well as upgrading all aspects of living which, in turn, enhances employability in business and industry.

The importance of retaining Consumer and Homemaking Education as a line item or by providing a similar applicable funding method in the vocational education budget is urgently requested so this vital part of secondary education can be continued.

I appreciate the opportunity to appear before this committe. Thank you.

Anecdotal Evidences

Each teacher was asked to include any "success" stories which would show the worth of the consumer homemaking program. During on-site visits, additional evidences were collected from the teachers, students, former students, and parents.

The following section is a representative sampling of the many responses collected.

FROM TEACHERS

I have a young man who came into my class known as a problem student; can't read above 3rd grade level, writing the same.

He works a full time night shift (3:30–11:30) making last year over $10,000 (more than his father). He is a senior. Has a beat up old car.

He has opened a savings account, and is learning to manage his money. He has gotten a raise this past year, doesn't miss work and is regular in school attendance which is a change.

He is very interested in learning to manage his money and have a better life than he has had. I hope I have helped him the 45 minutes a day I have him in his senior year.

Phyllis is now a college graduate with two small children. She told me recently that of all the subjects she took in high school the consumer homemaking class (we call it 'Modern Living') had been more practical help to her than all of her other high school courses added together. She said she especially appreciated the decision making basis it had helped her to formulate. She also felt it had been very helpful in her management of time and energy.

Martha said, "Mrs. ——, do you know why I am in this class even though I have not had any other home economics courses?" I said, no, but that I was glad to have her anyway (I had extended the truth slightly because this was a controversial, argumentative type). She then said, "My sister-in-law told me to be sure to take this course because I'd learn more from it than any other offered in this school."

The sister-in-law was enrolled last year and was such a quiet, noncommital little girl that I felt at the time she was learning little from the class that would be worthwhile for her life.

One night on my way to the (A&P) I figured the milk at the (A&P) was 99¢ which (if we buy our usual four gallons) it would cost $205.82. We are now paying the milkman $260.00 a year. The milk costing $1.25 a gallon. Since we live so close to the store and usually go there almost every day we really don't need the convenience. We would be saving $54.18. I felt it would be cheaper for us to quit our milkman.

I told my dad and showed him my figures and our milkman delivered his last gallon Saturday. This might not be best for every family, but ours might have a little extra spending money next year. Thanks to Mrs. ——.

The class of Consumer Ed. was very important to me. I'm a wife and mother and I was at the time.

Many of the things that we studied I didn't know much about it before that time. The study on grocery buying helped a great deal. I feel that it was one of the most important subjects.

The Social Security segment was very helpful. I think everyone should study it. It makes things a lot clearer. I understand more about it than many of the people I've talked to.

In the class, for term papers, we all did in-depth studies of different fields of the economy. We each chose a different study field category. Mine was Child Money Managing. There also was, funerals (their cost and what was needed), buying a car, Social Security, advertising, sales (their honesty and dishonesty), etc. Each of the reports were done separately and orally in class, note sheets were provided as part of the report. This gave each student a reference for future use.

Housing will be coming in handy very soon now. We are planning to buy a home in the near future. That is our main goal for the future.

In summary, I think Consumer Education was one of my most important classes. I feel any student taking it feels the same way.

Since I have started to college, I have been in several situations where my knowledge gained in Consumer Ed. has helped me. For instance, it seems much easier to budget my money and hold unnecessary expenses to a minimum by applying what I learned on budgets in class. Also, the unit on housing helped me in deciding on an economical and practical place to stay. When buying groceries for Sunday evening meals, I find that I check and compare prices and read the labels, which I probably never would have done without having studied the unit on food and packaging.

There are, of course, many other instances where I have applied, and benefited from my knowledge gained in Consumer Ed. I hope this note shows how valuable I consider Consumer Ed. to be, especially to college-bound students. I have benefited immensely from the course, and I commend you (the teacher) on your methods of presenting the material in an interesting and educational manner.

I am now in college and living away from home. I am sharing an apartment with a friend. Between the two of us we make a little over $200.00 a month. I haveput quite a bit of the information I learned in Consumer Education to work. Although we receive help from our families we must stretch our money as far as possible. Information on buying groceries, advertising, and budgeting has been very beneficial to me. Gregory.

Greg's father and I were very interested in the consumer education course given in the high school. We read quite a bit of the study material and found it to be both interesting and beneficial. I would like to have an adult class on consumer education given here at the high school. In these days of rapidly rising cost of living, we need as much help as possible in making our money go as far as possible. I'm sure the course would benefit me greatly. Gregory's Mother

Recently I was looking at used cars. Since I know nothing about engines or the different makes of cars, I looked into my notes from Consumer Education.

In these guidelines I found enough information to help me tell the difference between a good used car and one in bad shape. With this information I was able to choose a good used car.

Consumer Education has helped me in choosing the right type of insurance. The amount of premiums, amount of coverage and what is and isn't covered. It has also helped in figuring bank interests and in wiser buying of products.
Harold

I am eighteen years of age and am planning to go to college. My father has been dead for twelve years. Consequently, I have problems unlike those of my classmates. I need to understand the conception of loans and finances.

The unit that I received in Consumer Education on Social Security has proven to be exceedingly helpful in planning my education. I know all about my benefits and through Consumer Education I know how to use them wisely! I have chosen a college education as my short-term goal and I plan to use all of my resources to attain my goal. Susan

There have been many occasions when I've used what I have learned on Consumer Ed.

For one, I can purchase clothes more effectively because I stop to consider more than its price and appearance. Such as cleaning bills, how well it fits into my wardrobe and others.

Second, I've learned the art of saving money to get what I want, like my class ring. I paid for it myself; it took awhile but it means a lot more to me than if my parents would have paid for it because I realize the value of money more.

Also I consider quality and quantity when I buy anything—mostly groceries.

These are just a few of the things and time I have used what I learned from Consumer Ed.

Consumer Ed. was one of the classes that benefited me most so far since I started high school.

The term report on cigarettes has changed my whole life. I knew about the harm they do for the body but it had never really meant much until now. I have quit smoking now for two weeks and hope I can continue.

I have become more aware of fake or false advertising, and how to spot them.

The course needs to be longer, it is as important if not more important than any high school course.

I used to just throw money away. I didn't know how to use it but when I got into this class my eyes were opened and I learned how to spend it. I realize now it goes fast so I try to buy only necessities.

I needed a life insurance policy. This class helped me to select in a suitable way the kind of insurance I needed for my wife and me.

I just bought a new car. Those points on how to buy a car sure helped me.

This class helped me to fill out my income tax. Before this I didn't know anything about it.

Learning about materials and what they do has helped me in buying my clothes since I buy all my own clothes.

That you should think before you spend and that before you buy a bunch of little things you could really do without, you could save your money and buy something bigger and more worthwhile.

I wished I had had this course sooner. My husband and I just bought a trailer and got our loan from a small finance company. I had no idea the interest was so much. Never again.

Now that I am married and have a child the big thing that has helped me more than anything is saving on food especially the use of non-fat dried milk. But I have just used everything we learned and will continue to use these things as long as I live.

I am a high school senior and took consumer education the second semester of my junior year. Through a knowledge of my goals which were explained in consumer education, I was able to determine what training and education I needed after high school to obtain these goals. Knowing how to plan and follow a budget enabled me to devise a spending plan which would effectively use my financial resources. The unit on credit helped me determine what educational loan program would best help me save money through low interest rates.

The units of study in consumer education combined as a whole to give me a better well-rounded background with which to effectively exercise my rights and responsibilities as a consumer.

I recently purchased a new stereo combination (AM-FM-record). I had a choice between three different brands, with some difference in price, but quite different in performance. I decided which one fit my needs best and financed it for one year. By budgeting myself I was able to pay it off in one month, so I saved myself $50 finance charge and 20% interest on $200.

FROM FORMER STUDENTS

Beverly (graduated after fall semester this school year) is working part-time and enrolled in Draughn's Business College: Modern Living changed my life!, etc.

I think Consumer Homemaking should be a required subject. You can learn so much in so little time without being confused. I really enjoyed this course along with learning so many new things.

One teacher decided to send a questionnaire to all the students she had had in the past three years. She sent those results to us. The following is a listing of her questions and tabulations.

FROM PARENTS

It should definitely be continued. Not only did her daughter learn a great deal but she, the mother, learned a great deal through hearing her daughter discuss the materials taught in class. She thinks [illegible] teacher is more effective in this type of teaching than a mother can be. L[illegible] it—mothers simply do not teach these things any more.

The course is essential to young marrieds. The lessons in budgeting were invaluable to her daughter who married immediately after graduation. This was the only training in budgeting the daughter had. Nothing could be substituted that would be more helpful. The studies in relationships have helped the daughter make a more successful first year of marriage. It helped her know what to expect of marriage.

Two daughters have had Modern Living. The older daughter has been married two years and has made a very frugal homemaker. She works at the glove factory; she and her husband have bought a trailer. She thinks the course had a strong influence in her ability to manage time and money.

The younger daughter is finishing beauty school in June and plans to be married in the summer. She thinks Modern Living and other home economics courses are the most important the girls had in high school.

As far as I can tell, the strengths of the consumer homemaking course are the very effective way in which students are made aware of practical family buying and budgeting, made aware of consumer frauds, learn to make wise purchases and have a better understanding of the general cost of living. I don't believe that before Sheree took this course she really cared or gave it a second thought as to the general cost of living and family budgeting.

In general, I believe my daughter has become a wiser buyer since taking this course. She watches the prices of items, compares the cost, quality, weight of contents and packaging of items. When doing the family grocery shopping, she knows how to save money by purchasing some items in quantity, watches for the quality of goods, is aware of the exorbitant cost the consumer pays for fancy packaging and is aware of "gimmick" or faulty advertising. Sheree learned a great deal and I feel the course is a definite asset for any student at the high school, boys included, if they take advantage of it.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. I have one question to the gentleman that spoke, and I don't remember your name, on vocational agriculture.

Mr. WITT. Mr. Witt.

Mr. BLOUIN. I think I remember Mr. Nagel's figures, or one of the witnesses—yes, Mr. Nagel, I think—had statistics on enrollment growth in various categories, and I noticed that, unless I am misreading, agriculture, applied, biological and agriculture is one category that probably grew by far at the slowest rate in terms of enrollment. Do you feel that that is a fair reflection of this general decline in agriculture in the state in terms of numbers?

Mr. Witt. No, sir. I question very seriously, and you can tell Mr. Nagel and I have not gotten together on figures, because I would certainly hope they would be closer than that. I question very seriously if agriculture had a slow rate. We increased, as I mentioned there, 17,000 to 27,000 plus. I have seen some figures as high as 29,000, and I chose to use the lower. But I think that prior to 1963 we were reaching the great majority of the students, as it were, so, we probably had the least to go.

Mr. Blouin. I see. Okay. That answers my question.

Thank you, Mr. Chairman.

Chairman Perkins. Any further questions?

All right, Mr. Logan.

STATEMENT OF LLOYD LOGAN, PRESIDENT, VOCATIONAL ADMINISTRATORS IN ILLINOIS

Mr. Logan. It appears that everybody else is speaking for home economics or agriculture, and I come speaking for vocational education, gentlemen, and I guess you can call me the evangelist of the group; I think this is a success story. If a student can go to Washington and budget a meal at 55 cents a day, he succeeded somewhere along the line. I couldn't do that. I think you will all be looking him up shortly.

The cry today, as far as I am concerned, is funding for vocational education in its entirety, not for consumer education, for agriculture, but in its entirety. We have heard of mandated programs, and the consumer education program in Illinois was one. That is not a vocational program, yet school districts across the State are required to maintain that program, and they need money to do it. At the same time, we just instituted in Illinois a critical health act which requires students to take health training. Again, the local district picks up the bill for this. The State does not reimburse us at all.

In response to this, school districts are finding they need to curtail vocational education because it is an expensive type of program, and it can only succeed and go on through increased funding, as you find in H.R. 3037.

So it is for that reason that I come today, to urge you to pass a bill such as this, and further, to be sure that the funds which it authorizes are appropriate. I find each year that Congress authorizes funds, but quite frequently does not appropriate them. I realize that is a problem, but that is what we need are those funds so we can actually put the programs where they ought to be. In the past, vocational education has run boilerroom programs. We have had things down where nobody else wanted them, and they would give us a little room or something like this, again because they cost money. We need that kind of money to put those programs at the front door of the schools, not at the back door where people have to go around through the gym or somewhere to see them, but where people can see kids are learning the sort of things they need today to do the kind of work needed in America to maintain our economy the way they want it, and it can only be done through the passage of bills such as this.

As an educator and administrator of vocational education, I come to you today seeking your support for that bill, that you pass it for total vocational education.

Thank you.

Ms. STEVENSON. We have one last person.

Chairman PERKINS. Yes. Fine.

STATEMENT OF JOHN GIBSON, DIRECTOR, AREA VOCATIONAL SCHOOL, PAGE COUNTY, ILL.

Mr. GIBSON. Mr. Chairman and members of the committee:

I timed this at about 30 minutes. As the testimony has gone from generalities to increasingly more specific all day, I will revert to the general, as Mr. Logan did, and evangelize a bit, with one exception that I will get to in a moment.

You can see in Illinois, we are not all agreed on what is the best or appropriate area of greatest priority for vocational education. Then, be a witness to our diversity.

You have also seen that although all are not equally enthusiastic about every aspect of 3036 or other legislation. Witness thereby our universal concern for continued progress in vocational education in Illinois, as evidenced by the enrollments, the programs, the delivery system.

The one objection that I specifically have is that I failed to grasp the rationale or to support an imagined rationale for categorical assignments of junior college funds at say 40 percent, in view of the fact that the degree of vocational education delivery systems, as represented from State to State, range from a low of 5 to a high of 80 percent, conceivably, and when we have a categorical allocation of 40 percent. It confuses me.

For example, in Illinois, 40 percent is not the nature of the enrollment in junior college vocational education. House bill 3037, however, is a good bill. It addresses the root causes of a range of social and economic problems. It stimulates proven State and national educational capability in a relatively risk-free way.

Congress need not worry about effective vocational educational delivery; it is already proven fact. The question before us is one of quantity. Will you seek solutions for 10 percent, 20 percent, 70 percent, or 100 percent of this? Who needs it?

The results will be in direct proportion to all of our efforts, your's included. The proposition you have here is very much like the various G.I. bills. The proposed investment promises a cash return of as much as 10 percent or more each year for the future.

There are very few such good investments of taxpayers' funds.

The Congress challenged us to do something here in Illinois in 1968. We have. You insisted we cooperate with one another to cut costs and expand options. We did. You insisted we be responsible to community and peoples' needs. We have been. You directed involvement of employers. They have been deeply involved in Illinois. You expected that State and local clientele to put up most of the funds, about 80 or 90 percent in Illinois. We have.

But now more recently State and local funding have had to carry part of the Federal share as well, appearing to be a penalty for our successes in Illinois. The Congress provided an incentive in the form of cost overrun funding and kept that promise for several years, but with the successes we have had in Illinois, the Congress has failed to keep up. Now in Illinois, some of our trust areas are even restricting vocational education enrollments due to costs that exceed those promised and expected and budgeted because Federal funds were spread too thinly over rapidly growing enrollments.

Now, we reverse the challenge. Will Congress keep pace to pass House bill 3037 and to seek more aggressive and substantial ways of keeping career vocational education machinery moving. Leave the decisions of how best to use the funds to the State agency, and then hold them accountable.

Thank you.

Chairman **Perkins**. A very good statement.

Proceed, please. Do you have any more witnesses?

Ms. **Stevenson**. This concludes our presentation, and we sincerely thank you for your indulgence. We realize how tired you must be.

Chairman **Perkins**. Mr. Hall, any questions?

Mr. **Hall**. No questions.

Chairman **Perkins**. Mr. Quie, any questions?

Mr. **Quie**. Mr. Chairman. Mr. Gibson, I was looking at Mr. Nagel's statement previously here, and you mentioned the Federal Government has to keep up with State and local governments. From 1970 to 1974, the Federal share was $14 million in 1970 and has jumped to $23 million in 1974. The State was $14 million in 1970 and only went to $14 million in 1974. The local was $100 million in 1970 and $180 million in 1974. So the local went up, and it seems to me the culprit in here is the State.

Mr. **Gibson**. I will refer to Mr. Dees for clarifying that, since he represents the State.

Mr. **Dees**. Congressman, you are correct. I could point out that the State has appropriated and the Governor has approved $2 million more of State funds this fiscal year, that is, over last.

Let me say we have the same problem in the State that you have at the Federal level. But what you say is correct.

Mr. **Quie**. In other words, you are getting money from the same taxpayers?

Mr. **Dees**. Yes.

Mr. **Quie**. One other question. There was a question about a boy leaving school without a marketable skill, and now there is 83 percent of the high school students that have taken one or more vocational classes. To me this is tremendous. But do you have any indication of how many left school with a marketable skill?

Ms. **Stevenson**. I feel in this, this is our goal because we have our courses sequenced and have our competencies written so that they build on classified courses, one upon the other, and each class is dependent upon the boy or the student receiving those skills at a prior time, and so, yes, in my testimony I have given examples citing where building trades students are working on the job at the present time, out of this building trades program, at a rate of $7.50 per hour.

So, yes, we do have, and yes, I do feel that it is training for skills and job placement; and 32 percent of our students went immediately into the job market, at least last year.

Mr. QUIE. Of course, not all of those would be these skills?

Ms. STEVENSON. That is true. When you talk of the 500 series, this shows that not all of them do go into jobs for which they were trained, but nevertheless, it helps.

Mr. QUIE. The last point, I share your views on consumer and homemaking education, but the problem we have in accounting is it does not show up, as you know, as a salable skill. It is a skill that is tremendously important. Somebody said that the homemaker's value was $14,000 a year. I don't want to let my wife know that.

Ms. STEVENSON. I never thought it was as high as that.

Mr. QUIE. How do you handle that accounting of it? Going back to my question of the 83 percent taking a vocational course, how many have salable skills if you leave off all of those who learn skills in homemaking? Leaving it out does not give a true picture, as you noted, because that skill is necessary in the family, whoever is going to be the homemaker, whether housewife or househusband. How do you know when you fill out your forms?

Ms. STEVENSON. Our sequence at the present time in home economics, say, is child care in the particular school. That is a skill that is taught as to child care, and they will be able to go into this occupation as a child care aide.

Mr. QUIE. That is the occupational part, but I mean the nonoccupational part of it. We get so geared up that everybody has to have a salable skill; but you are doing your job, it seems to me, to give people this homemaking course, and although it is not salable, it is valuable to the family.

Ms. STEVENSON. Yes, valuable.

Mr. QUIE. If somebody would, give me how it shows up on the accounting evaluation, to show the extent of that?

Ms. STEVENSON. Yes.

Mr. QUIE. Thank you, Mr. Chairman.

One other question. This will get into an argument with Mr. Weil. Is he around here? Sorry about that, Mr. Weil. I am getting a little ahead of the program here. You are raising this in your testimony, and I think that is something very significant that we have to look at. This is not a direct problem to the Federal Government, but it is a State problem to be resolved, that is, the question of certification of vocational education teachers.

In Minnesota, a number of the people who are nonvocational tell me they are a little unhappy about the way it is operating. They think it is easier for a person who has the occupational skills to move in to be a teacher than for a teacher in another area to learn the occupational skills and become a vocational teacher because there are more vocational teachers, according to what they think.

Since you are the vocational education side of it, would you react to that?

Mr. GIBSON. If I may, I, personally, and the school districts which I represent, which are in the west settlement of Chicago, had a great deal to do sponsoring legislation to enable temporary provisional and provisional vocational certification for those who had no vocational training. We fully intended to face the need and solve the problem of no availability of some kinds of vocational teachers in this way, and did indeed last year, when we opened our area center.

We had an interesting and able, proven able group of about equal numbers, 20 pedagogical trained teachers, fully certified and so on, depending on what is the negative or positive guide you choose.

There was no significant difference in competency, and we found that an interesting experience.

Mr. HALL. Thank you very much. We appreciate your testimony.

Our next witness is Mr. Weil.

STATEMENT OF OSCAR WEIL, EXECUTIVE DIRECTOR, ILLINOIS FEDERATION OF TEACHERS

Mr. WEIL. Mr. Chairman, Congressman Hall, Congressman Simon, members of the committee, I will try not to be too repetitive.

I found this hearing to be useful for myself, but I think more than anything else, to learn what the other people involved in promoting education, particularly vocational education, are thinking.

I think quite obviously we have more agreement than disagreement among educators, and this is useful to me, so I thank the committee for its efforts in that regard. It has brought us together, which is perhaps as useful as anything else. There are just a couple, not to get too deeply into philosophy, because I think it has been covered very well, but a couple of salient points that I would like to make.

With education, I know I have very frequently thought about the commitment that the Federal Government made in the 1940's and so on, during Harry Truman's administration, commitment to full employment opportunity. That was, it seems to me, at the time, a very significant thing for the Federal Government to be doing, for the leaders of the country, political leaders of the country to be talking about a cause that has never happened, and obviously it couldn't happen unless we were able to do what many of us in education talk about, that is, to train every young person to fill a job, and what many of the other people have talked about here today, not so that they merely can get a job initially, but so that society, the public schools, the educational institutions are committed to retraining them when it becomes necessary, or are responding to them when the need is evident or when they express the need.

So this of course is a philosophy of the American Federation of Teachers, that we think society should respond to the young people and to all people, beginning even prior to what we now think about; that is, starting from early childhood, and any time in the person's life when they have, or they feel a need for more education, if our society at this point in our development cannot respond to that, then we are, it seems to me, in deep trouble.

We ought to be moving toward that kind of maturity so that enough money can be put into the institutions of education so that they can respond to the needs of all people.

So, No. 1, I would say the right, we should be thinking in terms of the right of a person to be trained for a job, and then the right to be retrained, if necessary.

One other point quickly. Obviously, it is repugnant, quite frankly, to a teacher, to myself certainly as a teacher it would be, to think of vocational education, vocational occupational education as a kind of separate entity, apart from other education. There is no such thing as a separate part. Education is neither an organic whole for the individual's entire lifetime experience, I mean it is alien to the thinking of a person whose life is education, just as the educational program of any institution, my public school or college or university is an organic whole, and should not be thought of, or cannot obviously have too much stress placed upon vocational education or general academic education or specialized education of some other nature, but the organism of the educational program as a whole is that we must be constantly aware of.

I think that is in a sense what practically every witness has been saying that I listened to today, but I just wanted to reemphasize it, because I think it is so important.

Finally, I have given you a copy of my written statement. I did mention the problem of certification of licensing. Too often, it seems to me that people, even in education, think in terms of someone who is an expert in this field or that field whose knowledge or expertise or information should be made available to people, to young people rather, or to old people, to students in the institution, the educational institution, and that there should be no barrier to this kind of experise being made available to the students.

Now, we are not opposed to that, and let there be no misunderstanding about that, but the problem of certification is a different matter. The relationship between the student and teacher is something far more than a person, a teacher transferring knowledge or information, or being the center of the classroom, this kind of thing. The teacher has much greater responsibility than that. That is to relate or to see that the institution is responsive or relates to the total personality of the student.

So I would think probably in many instances the person who is involved in vocational or occupational education, because of the history of the public schools, those people are, or those teachers in those areas quite frequently have the most difficult students, unfortunately, so the need to be or to know a great deal about problems of human personal development, behavior problems and discipline problems, we would find that those teachers have the most difficult problems.

So if there is a need for training in the behavioral sciences and for knowing how to deal with emotional behavioral problems, certainly there cannot be a downgrading of what we call professional education courses for those individuals.

I would think perhaps they need a greater amount of training. I am not saying it should not be on-the-job. Some of it, or considerably more of this kind of so-called professional education probably should be done on-the-job. That is, working with the teachers who are actually conducting classes. But certainly I would make that point insofar as certification is concerned. You must not think in terms, or no one must think in terms of lower certification standards for teachers of vocational and occupational courses, but perhaps different, and I think perhaps more stress rather than less on the behavioral sciences for these people.

Secondly, or I should not say "secondly," but the final point I would make would be the concept of equal educational opportunity, which has become a kind of them of our organization and of many organizations involved in support of public schools. We have moved in that direction very significantly in Illinois in recent years, but it seems to me that anyone who is realistic about promoting this concept of equal educational opportunity cannot really be serious unless, if they are thinking at least about equal educational opportunities for every child in the country, that is, any child, regardless of where he or she might live in the country, then you must be thinking about an equal partnership between the Federal Government and the States and the local communities. So it seems to me we have not been making any real progress at the Federal level toward this concept. If we were, we would be thinking about doubling at least the total commitment of the Federal Government toward education in this Congress, and perhaps a long-term commitment, a long-term commitment of paying one-third of the cost of the total cost, that is, of education.

With that final comment, I would be happy to respond to any questions.

[The prepared statement of Mr. Weil follows:]

PREPARED STATEMENT OF OSCAR WEIL, EXECUTIVE DIRECTOR, ILLINOIS FEDERATION OF TEACHERS

We appreciate this opportunity to express our position to the Congress regarding the need for expanded federal aid in support of vocational and occupational education. This statement is in terms of general principles and goals which we think must characterize the approach to federal aid for these programs, rather than an outline in detail of the form and magnitude of aid that is necessary.

1. The objective of vocational and occupational education must be broadened and strengthened to mean that every young person shall have the right to training in the public schools or colleges that will prepare him or her for a job, and to re-training for a different job as changes occur in the economic system to make old skills and knowledge out-dated.

2. We support the coordination and rationalization of all vocational and occupational education programs, but with the observation that such programs must not become like a separate entity apart from the system of general public education. An overriding concern is that public education must not be oriented in such a way that training for a job is a separate experience from education which prepares people for general participation in the economic, social, and political life of our society.

3. The concept of career education is especially important in light of what has been said above. We consider career education to include strong emphasis on acquisition of basic skills, or tools of learning and living, such as language and communications skills, the use of numbers, and other knowledge fundamental to daily life and necessary for the adaptation of the individual to changes in the economic, cultural, social, and political life of our society. The major objective of career education, as we perceive it, is to help individuals attain a reasonable degree of self-sufficiency and independence, and to enhance the individual's ability to make choices and decisions in the direction of his or her own life. Perhaps the greatest danger of all is that an individual's education may be too restrictive and, therefore, limiting.

4. When viewed in the light of what has been said, the preparation of teachers in vocational and occupational education is extremely important. The notion that teachers in vocational and occupational programs, especially in the K-12 schools, need less professional education and knowledge of human behavior than teachers in so-called academic areas is entirely false. A strong case must be made that licensing standards for teachers in vocational and occupational programs should be at least as high, though different, as for other teachers.

5. Finally, the Illinois Federation of Teachers will support federal legislation cation programs that will make attainment of these objectives possible in all school districts in all of the states. Clearly such objectives cannot be accomplished, because of the great disparity in wealth among school districts, unless there is a great increase in federal support.

We appreciate the opportunity to say a few words on this important matter, and especially, to express our appreciation for the work of the Committee.

Mr. SIMON. Just in general, and as usual I find myself in agreement with you, but the one area where I might find myself in slight disagreement, and this is not an area where the Federal Government should get into it at all, and maybe we are not in disagreement, but you finally said we should not lower the standards but maybe have different standards. Maybe we are talking along the same line, but it seems to me in the vocational field, for example, there may be someone who runs a restaurant who really knows the food service angle from a very practical viewpoint, from a different kind of an education, who has had no education hours at all to meet the normal teachers' certification requirements, but can project and do an unusually fine teaching job because of his practical background. I don't think that person should be denied the opportunity, and those young people should not be denied the opportunity for having that person who runs the restaurant as a teacher.

Mr. WEIL. Well, I think you are right. I think we probably agree on this. What I am talking about is, insofar as the responsibility for supervising a classroom, a class of 25 or 30 kids, this is the kind of responsibility that I don't think should be given to any person who is not trained for that kind of supervision, for that kind of responsibility.

When I think about certification standards, I am not thinking about the amount of training in agriculture, formal college training in agriculture, or some other technical field, but I am thinking about training in the behavior sciences. And I am not thinking—well, it seems to me any person, any person who has been successful in a given field could be given the kind of training that would make them, prepare them for that kind of responsibility. I think it is a terrible, it seems to me, error on the part of an educational institution to just take a person out of a community because they have been successful in a particular area and think that that person should therefore be a teacher. The business of teaching involves far more than transfer of technical knowledge or understanding. So I think what I would like to see, what I would have liked to have seen as a teacher, would have been for me to have the ability or flexibility, however you want to put it, the freedom as a teacher to be able to, if I were teaching a particular field, technical field or even academic field or whatever, so I would have the ability to use individuals in the community to support my efforts as a teacher.

It seems to me this is what we ought to be talking about, and not substituting or taking a shortcut or something of that nature, as we frequently do. I think we should give the teachers the opportunity and the freedom to use experts in the community.

Mr. SIMON. Thank you. No questions.

Mr. Hall?

Mr. HALL. Thank you very much.

Mr. BLOUIN. No questions.

Mr. HALL. Thank you very much.

Next is Dr. Allen Baker.

STATEMENT OF DR. CLEM JASIEK; ACCOMPANIED BY DR. COURTLAND AND DR. SULLIVAN, ON BEHALF OF THE ILLINOIS TRUSTEES ASSOCIATION

Dr. JASIEK. Dr. Baker is unfortunately suffering through a trip out West, and I am Dr. Jasiek, substituting, and I am joined by Dr. Courtland and Dr. Sullivan.

Mr. HALL. I might add, at this point, Mr. Chairman, Dr. Baker has a very able substitute, because I met this gentleman before.

Dr. JASIEK. The written testimony of course was designed for a verbose and loquacious Dr. Baker, and I am not of the same temperament or ability, so I will be somewhat brief.

Chairman PERKINS. Without objection, your prepared statements will be inserted in the record.

Dr. JASIEK. Fine. Thank you very much.

[The prepared statement of Dr. Clem Jasiek follows:]

PREPARED STATEMENT OF DR. CLEM JASIEK, CHAIRMAN, BOARD OF TRUSTEES, ILLINOIS VALLEY COMMUNITY COLLEGE

Mr. Chairman and Members of the Committee, I am Clem Jasiek, a dentist from LaSalle, Illinois and Chairman, of the Board of Trustees, Illinois Valley Community College. Today I am here to testify on behalf of the Illinois Community College Trustees Association which represents the governing boards of the 39 public community colleges of Illinois. Our community colleges appreciate the opportunity to provide testimony today on vocational and occupational education.

In concert with community colleges all over the United States, the Illinois Community College Trustees Association recommends the adoption of revisions to the Vocational Education Act as contained in H.R. 3036 and S. 939 which would change the delivery system of state grants, increase funds going to the postsecondary level and ensure that community college occupational education programs are adequately supported.

At the present time, increasingly large numbers of individuals over 18 years of age are finding it necessary to have additional occupational training to maintain their present occupation, to upgrade their present skills and to retrain and relearn new skills in order to seek meaningful employment. The community colleges as the modern extension of the land grant institutions of 100 years ago, are the logical institution to provide such training and are doing so all over the United States.

In many states, the present vocation education agencies have not voluntarily recognized the growing significance of postsecondary occupational education or the role of community colleges in that education. For example, the 1968 Amendments to Vocational legislation stipulated that not less than 15% of vocational education funds be used at the postsecondary level. In several states, however, that 15% minimum has become the maximum and in at least 11 states, less than 15% is being given to the postsecondary level[1] in spite of national figures which indicate that in 1973, 44% of all community college students initially enrolled in occupational education programs.

Lastly, enrollment patterns indicate that a decreasing proportion of persons under the age of 18 are enrolled in secondary institutions. To remedy the above situation, the Illinois Community College Trustees Association urges that the recommendations of the American Association of Community and Junior Colleges be incorporated into new legislation. These recommendations include:

1. A minimum of 40% of state grants be allocated to the postsecondary level and that at least 75% of a state's postsecondary funds be allocated to community colleges.

2. The secondary level would also receive a minimum of 40% and the remaining 20% would be divided according to need in each state.

3. Planning in the state for postsecondary occupational education would be done by the state's 1202 Commission. In Illinois, that would be the Board of Higher Education.

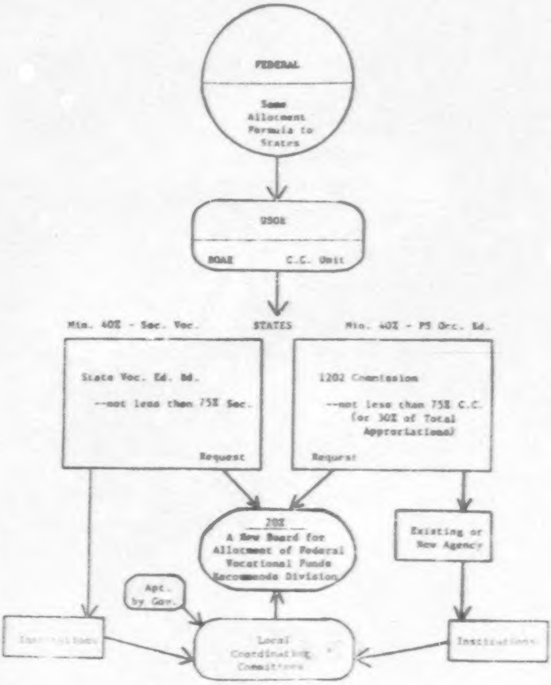
4. Postsecondary occupational education administration would be by an agency the 1202 Commission designated: in Illinois, the Illinois Community College Board which coordinates the activities of the 39 public community colleges.

5. The consolidation of research into a single program in which half of the total funds are spent at the postsecondary level. The postsecondary funds administered by the Office of Education would be assigned to the Office of Education's Community College Unit, and would include bilingual, bicultural vocational education funds.

Office of Education Reports in the following states less than 15% went to the postsecondary level in 1972. (OE Information No. V): Alabama 14.7%, Alaska 12.2%, Connecticut 13.8%, New Hampshire 13%, New Jersey 13.3%, New York 11.6%, Ohio 14.7%, Rhode Island 11%, South Carolina 11.4%, Vermont 14.5%, Puerto Rico 11.9%.

According to the same report, in the following states postsecondary vocational education funds range between 15.0% and 18.0%: Illinois 17.6%, Indiana 15.4%, Maryland 15.2%, Missouri 18%, Nevada 16%, Oklahoma 16.9%, Pennsylvania 17.9%, West Virginia 15.6%.

VOCATIONAL EDUCATION BILL HR 3036 - S 939


FEDERAL
Same Allotment Formula to States
USOE
BOAE
C.C. Unit
Min. 40% - Sec. Voc.
STATES
Min. 40% - PS Occ. Ed.
State Voc. Ed. Bd.
--not less than 75% Sec.
Request
1202 Commission
--not less than 75% C.C. (or 30% of Total Appropriations)
Request
20%
A New Board for Allotment of Federal Vocational Funds Recommends Division
Existing or New Agency
Apt. by Gov.
Institutions
Local Coordinating Committees
Institutions

Dr. **Jasiek**. I am from Illinois, and I happen to be chairman of the board at Illinois Valley Community College, and am also presently president of the Illinois Trustees Association, and it is on their behalf I appear today.

We would like to certainly thank this subcommittee for this opportunity. We join with the community colleges from throughout the country in recommending that House bill 3036 and Senate bill 939 be implemented, passed and implemented to bring us a different system of delivery of the funds and provide more funds, and through this of course more adequate funding of the community college programs.

There are only some slight reservations relative to the language of the bill, and we have a very direct type of verbiage in lines 19 and 22 on page 2, as compared to that which we find on line 7 of page 7, namely, "shall" and "may". It may be only a technicality, but I would hate to be subjected to the harrassment of a capricious elected official and a member of the bureaucracy that we have related to education if this were to remain in place. The nuance of the "may" rhetorically and legally may cause problems later on—but that is a small consideration.

I think that basically the type of individual that we have in the community college today in the vocational or occupational area is one who is coming back to get a better job, to get a new job. We are not competing for the same individual that they were talking about earlier on the secondary level. And Tim lives right next door to the Joliet area, which has the oldest community college in the world, and you also live next door to us, and we are about the fourth or fifth oldest in the world, and we are very traditional, in that we are baccalaureate-oriented, and it was only when this came to us that we changed the nature of our school. There was a void, and we didn't create it, but it was pointed out to us by industry that this is what they wanted, and they came to us. Private schools of nursing were closing down and came to us. So we are not going out job hunting or going out and making these things for the students, but trying to take care of people in the community.

Chairman **Perkins**. It seems to me if industry wants you to come in and train these people, you go along with them.

Dr. **Jasiek**. Yes. And it is part of the evolution of life that this has happened to us, and I think evolution turns to secondary schools and primary schools, and the changes are certainly necessary there. We probably carry on at night with our vocational occupational endeavors to a greater degree than we do during the day, because some of these people do already have jobs and can only come to school at night because they are not available during the day. We have our schools open at night for other reasons also. So, therefore, we are in a good position to keep these doors open for these same people.

Chairman **Perkins**. Mr. Hall, any questions?

Mr. **Hall**. No, other than to say this particular junior college, which he represents, has had a tremendous growth, and it is a very popular one in my district, and we are very proud of it.

Chairman **Perkins**. Mr. Simon, any questions?

Mr. **Simon**. No.

Chairman Perkins. Mr. Blouin?

Mr. Blouin. No.

Chairman Perkins. Let me thank you gentlemen. You have been most helpful. Your testimony was brief and pointed and shows the real purpose of what we are trying to do and how we need to improve this situation.

Dr. Jasiek. I look at this business a little bit differently because I am the only noneducator. I am a lay person, and more interested in the nuts and bolts of this thing, rather than the philosophy.

Chairman Perkins. Nuts and bolts, and jobs.

Dr. Jasiek. That is right.

Chairman Perkins. Thank you very much.

Mr. Robert Beckwith, director of education, Illinois Chamber of Commerce.

[No response.]

Chairman Perkins. Our next witness, since he is not here, is Dr. Rankin, president of the Public Adult and Continuing Education, Venice-Lincoln Technical Center.

STATEMENT OF DR. DUANE RANKIN, PRESIDENT, PUBLIC ADULT AND CONTINUING EDUCATION (PACE), VENICE-LINCOLN TECHNICAL CENTER

Chairman Perkins. Without objection, Doctor, your prepared statement will be inserted in the record.

Dr. Rankin. Thank you.

[The prepared statement of Dr. Rankin follows:]

Public Adult &
Continuing Educators Association
of Illinois, Inc.,
September 15, 1975.

Hon. Carl D. Perkins,
Chairman, House Subcommittee of Elementary, Secondary, and Vocational Education, Congress of the United States.

Dear Mr. Perkins: It is indeed an honor and privilege to present this testimony in regard to Elementary, Secondary, and Vocational Education, particularly as it is related to Adult Education in Illinois. I hope you will find the contents timely and relevant as you pursue your deliberations.

I am particularly proud of the leadership position which Illinois has developed in the realm of Adult and Continuing Education. It has been the result of a great deal of effort on the part of many people, and certainly has benefitted significantly from the cooperative efforts of the Illinois Office of Education and the Illinois Department of Public Aid.

If I may be of any further assistance at any time do not hesitate to call on me.

Sincerely,

K. Duane Rankin,
President.

Enclosures.

Statement of K. Duane Rankin, President, Public Adult and Continuing Education of Illinois

Honorable Mr. Perkins and Members of your subcommittee, my greeting and greetings from 425 members of Public Adult and Continuing Educators Association of Illinois.

I want to speak to you today for my members, but primarily I seek to represent the millions (57) of adults in our fair country who have not obtained a certificate of secondary school completion and therefore have severe limitations in their ability to: (1) Participate successfully in the society-economy of today; (2) Participate successfully in the "standard" educational enterprise to overcome their current deficit.

Neither of these classifications portrays the real situation of millions more who have attained secondary certification but can not perform adult functions expected of them successfully.

If one looks then to the drop-out figures to compare enrollment in High School completion programs, you will find that the "pool" of noncompleters is growing.

I need not mention the critical nature of this situation as more and more youth are unable to participate in the economy legally, and productively and the demands of our "new economy" come crashing together.

President Ford in St. Louis, Saturday, said "This country has enough programs to get it moving again—we just have to get them to work better," and I believe he's right.

As I look back to the early 1960's and massive, but fragmented, programs to improve society and stamp out illiteracy, as well as to keep the country moving, there have been some major barriers:

(1) It was discovered in many cases, that there is a kind of "total illiteracy," embracing not only reading and basic learning skills, but also involving serious defects in the so-called occupational knowledge and skill, and major weaknesses in self-concepts, goals, plans, and motivation capability required to utilize one's capability.

(2) Programs popped up like spring flowers, many outside the educational system, and went about trying to design programs to meet funding requirements and to implement them.

(3) As legitimate expertise began to accrue, it was discovered that rarely did effectiveness have any real bearing on the longevity or the amount of resources that could be brought to bear on the real problems that were being identified. Most programs were on a year to year basis.

And so in 1975, we again look at the situation. Dependent people abound; many unable to even hope to overcome their situations. Welfare rolls, prison populations, mental institutions, unemployment figures, drop-out rates, etc., all are swollen as never before and continue to remind us, as a massive follow-up study, that millions can not participate legally and successfully in the main stream of this country. We can not long afford this loss of productions, or the cost of dependency in any way.

I propose that no real progress with either the programs for in-school youth or out of school youth/adults will be made until we can look *first* at the individual and his needs as they exist here and now and bring these into focus for improving the responsible flow of resources to this need. Designs will have to provide both the impetus and the vehicle for this shift, and the best available experience and resources will need to be brought to bear on it in a comprehensive manner. It is not my intent to over-simplify this complex situation, but to attempt a concise description of its nature is my purpose here.

We all know of the fatal and frustrating dichotomies that persist in our legislation bureaucracies, and in our delivery systems, as repeated attempts are made to build growing and responsible expertise into comprehensive services directed to this crucial need.

Look, if you will, for a minute, at the main arenas in our public educational enterprise now and it falls into two major categories—

(1) Elementary and Secondary programs for citizens of compulsory school age.

(2) Jr. Colleges, colleges, and specialty institutions geared to successful completers of group number 1.

Once one gets out of step with this structure, it will generally be found that those of us most in need of competent services will have neither the access to it nor the capability to succeed in it as it is now and as he is now. And so it is little wonder with this lack of access and increasing pressures from not being able to achieve successfully that deviant ways of attempting to cope with one's society abound.

I want now to focus on another area—to a group in our population who have acquired sufficient preparation in different times and at different places and have, up to now, been able to achieve acceptable levels of self-support. Severe economic pressures in many realms are causing dramatic upheavals across our state and country; closing factories, moving places of occupation out of reach and bringing new demands on potential employees as they seek new places of employment. This provides a constant threat to millions who have "made it" up to now but find their past capability no longer acceptable. Re-training and continuing education aspects in both academic and vocational competence must be available and accessible if currently employed persons are to maintain their position and move up to more advanced tasks, opening the way for entry into the working arena.

These urgent needs of adults I bring to you for consideration, alongside the ongoing concern to maintain and improve the preparatory programs for in-school youth which will gird them for success in a lifelong career structure. While the adult needs may be more urgent and complex, I propose they are certainly no less demanding of your attention than those of the "school age youth."

The unique structure of your sub-committee, and committee as a whole, focusing on education and labor, particularly below the college, (professional) level certainly makes your attention appropos, and I hope you will recognize a new emphasis—that the age of the participant is a new factor in looking at elementary-secondary or vocational aspects of a program and hopefully your new vision will include the individual, regardless of age who has not reached functional competence in this entire realm.

Illinois has had the conceptual framework for a delivery system for such a delivery system for such a comprehensive service for some 12–15 years—namely the 10–22.20 section of the School Code. Although it is limited to Welfare Recipients referred to self-support programs operated by Local Educational Agencies in a joint arrangement with the Illinois Office of Education, I want to point it out as a model design, which, if incorporated at Federal levels, would yield massive positive results, particularly as it could be coordinated with Federal Adult Basic Education provisions in P.L. 93–380, CETA, WIN, and other plans.

While I have serious concerns about funding levels for the above tasks, I am firmly convinced that the most crucial need is to design an economical and effective flow of current dollar amounts and then seek the appropriate increase.

Dr. Harold Spears, appearing before our annual conference some five years ago, addressed this funding question for Adult Education, and pointed to figures which showed that Adult Education at the National level received approximately $60 million dollars annually, but that for the same three successive years the increase for Adult Education allocated to the Dept. of Labor was more each year than the total in grants to the U.S.O.E. I hae a fear that criticism for lack of results will fall to the educators rather than to D.O.L. although dollars did not follow the proportions one would commonly expect.

I urge your full research into the potential of the "Illinois Way," as the ABE provision of P.L. 93–380, those of Section 10–22.20 of the Illinois School Code, and others fit into a somewhat comprehensive delivery system via bona fide educational programs operated by elementary, secondary and community college resources. It can serve as a sound example of what can be done to meet the crucial needs of adults, and has inherent in it a basis for design improvements, particularly the enhancement of vocational concepts within this system. H.R. 3037 certainly has the potential for expansion, enhancement, and coordination of services to adults as outlined herein.

I want to extend our appreciation to you for coming to Illinois, and for our invitation for this occasion. I can assure you that PACE as an organization and I personally stand ready to assist in clarifying, studying or implementation of new and better ways to meet the needs of our adult population.

The following Documents have been utilized herein and are available for further reference: (1) "The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed" (June, 1975) U.S. General Accounting Office; "Today and Tomorrow in Illinois Adult Education" (February, 1974) Illinois Office of Education; (3) Illinois School Code, Section 10–22.20; (4) "A Target Population in Adult Education" (November, 1974) Report of the National Advisory Committee on Adult Education.

ILLINOIS OFFICE OF EDUCATION,
Springfield, Ill., September 15, 1975.

To: Duane Rankin.
From: Ros Petrilli.
Subject: GED Statistical Report.

From the annual statistical report as published by the American Council on Education, it indicates an increase of 27.5% in the number of indiiduals who were administered the GED test in 1974.

A breakdown of ages also indicates some very pertinent data. Twenty-eight percent of adults tested are between 25 and 40 years of age. The specific percentages in the age group nationally are as follows: Less than 20—34%; 20-24—27%; 25-29—13%; 30-34—9%; 35-39—6%; 40 and over—11%.

1. Number of adults administered the GED—National 545,229; Illinois 18,651.[1]
2. Number of GED testing centers—Nationally 2,421; Illinois 54.
3. Number of individuals failing test—Nationally 31.1%; Illinois 36.4%.
4. Number of Spanish speaking administered test—Nationally 15,974; Illinois 598.
5. Average Age—Nationally 27.2; Illinois 27.0.

The attached figures indicate as more and more adults continue to take advantage of the GED test, a high acceptability of this examination by industry and education. (25% of high school seniors cannot pass this examination).

A more critical question relative to the national figures should be a concern as to why such growth annually.

Apparently, the dropout problem is more acute than any of us want to admit and additional forms of alternative education need to be developed and explored.

Dr. RANKIN. Thank you. I attempted to pull out some things I felt would probably not occur in testimony that you would have heard up to this time.

I am president of Public Adult and Continuing Education Association of Illinois, a group largely dedicated to, that is, a professional group, dedicated to working with adults in sort of a novel group of programs. I am personally local program director in Madison County, near East St. Louis, formerly a neighbor of Governor Simon's before he moved away.

I want to speak to you first, not so much for my members, but primarily for the millions of adults in our country who have not obtained a certification of secondary school completion, therefore having severe limitations in ability to first of all participate successfully in the society and economy of today; and also to participate successfully in the standard educational enterprise to overcome their current deficit, or as Oscar Weil pointed out, the fact of equal educational opportunities.

Many, many of the people we deal with do not have equal educational opportunity simply because they do not have the basic skills or access to the educational opportunities that they really need.

I want to add to that another thought, that if the additional millions of, I believe, people who may have completed the high school certification level, but certainly in many, many respects do not possess the minimum functional level which lets them operate as successful adults. I would also like to add to that the dropout notion that with the efforts that are going into adult education, high school completion programs, and I see that in a very comprehensive way which I want to speak to a little later, there are many more people, young people, who are dropping out of their high school completion program than are currently enrolled in available high school completion programs. So we have a growing pool of those people, I believe.

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[1] Does not include 3,500 Illinois residents who were administered the GED but did not complete State of Illinois requirements.

I would like to move on down a little bit and skip some of the material. I want to look back a little into the 1960's and the massive fragmented programs to improve society and stamp out illiteracy, and I want to bring you three points I feel we found in a very broad sector across the State—and I believe they represent Kentucky and many other States that have similar problems.

I guess the most significant of those things I would like to bring out is our discovery of this illiteracy thing that was to be stamped out as was a very total illiteracy kind of thing. It was an all-pervasive kind of illiteracy, embracing not only the basic learning and reading and computational skills that many people I think thought it was, but it also involved serious defects in the vocational occupational skills, in the knowledge areas that we have heard many things about today. Then we found a third kind of component to that illiteracy, which seemed to be a self concept, the motivational goal-setting, planning capabilities, which we have to have in order to put those other skills into application.

We also found along with that that many of our students have limitations in learning capacity, which are very much enhanced by vocational-occupational kinds of things in the concrete experiences that they can learn math or reading or whatever it is, as a vehicle kind of thing in a vocational area, much more than they can learn about it in an abstract sort of way.

We also found in that experience that there were many programs, there were many programs that could reach the sources of funds, and the key word is they could "design" a program that perhaps in all serious intention was to address those needs, offer some kind of program, and they sprang up all over—and you know about them, I am sure. But we also found, as we began to accumulate some legitimate expertise in the educational community, whether it be a community college or elementary and secondary and related programs, we found that the nature of the program, it is very taxing.

We also found that the questions every year of funding, amounts, longevity, what is going to be there, we found that very often there was no real relationship between the amount of funding for the next year and the success that someone might have had this year. So we found that the inservice needs, as we began to learn and do a better job with it, we found that that expertise began to drift away, and in many cases it began to drift back into the standard educational community, if you will, because there was a sense of contractual longevity and security in there that seemed to attract the person that did not have the freedom to gamble every year on whether he was going to have a job and be able to feed his children and keep his family together.

I need not point out to you the fact that many of those same situations that were here in the mid-1960's are still here today. The rolls are filled in the welfare rolls, the unemployment lines. But I would like to point out a fact that declining enrollments in the regular elementary and secondary school systems in many cases, I believe, has much to say, much potential for us if we can look at it in a way of retracting or reallocating that resource, whether it be money or staff or facilities, if it can be retracted to address this adult market that has not made it at least to the secondary level. I think there is great opportunity to do that right now.

I would like to point out another fact that perhaps has come up today in different ways. I heard a great deal of mention of programs. I heard a great deal of focus on programs, occupational classifications and so on. We found that success in our program with the student did not really come until we could break down some of those boxes, the cubicles that seemed to keep us off in categories. We found that once we began to direct that focus of our resource to the individual as he is, as he comes to us, we began to find ways of getting around some of the barriers in the little boxes, and we began to find a focus of our resource on the individual and his needs as they come to us, and as they begin to move and progress with us.

I might look, too, just for a little bit, on related information, the fact that the two major arenas which we have heard about today have dealt with elementary and secondary programs for citizens of compulsory shool age, and also junior colleges, colleges, specialty institutions geared to the successful completers of group No. 1.

I propose to you it leaves out a massive segment of our population that cannot take part in either phase of those institutions until they have reached a point of being able to stand and move and begin to feel success in that movement.

There are joint agreements in the State by which people can be passed along. They can get into programs so they would be in the elementary and secondary or in the community college administrative structure. It is a morass of things, I think, as far as coordination and this kind of thing, and it is certainly a great lack, as I see it, of a coordinated way of delivering the services that are needed. But we have found in our own local situation, and I am sure in many others across the state, one of our primary functions is to help people move ahead, whether it is getting into a specific occupational program once they begin to reach the ability to make an intelligent decision about what they would like to be. We have a great deal of our function in or getting there and finding out about these programs that pick up helping them find the grants or transportation or enrollment papers, where they or we have to leave off because of our limitations.

I would like to focus a little bit on another area of our population, and that has been mentioned a number of times, the people that acquired their education at a different time and in a different place than they are today, and certainly the upheavals that we see in our economy are putting pressing demands on that group of people to retrain or to upgrade their competencies in order to just stay where they are without sliding off.

The point came up a while ago, and I think it is very pertinent, as far as the allocation of CETA moneys, the 5 percent moneys, to vocational and technical education. We have worked with CETA.

We have a very functional prime sponsor in our area. I think we have a little jump on what CETA was all about in our area. We found some kinds of things that enabled us to assist CETA and to utilize some of their resources and needs in order to coordinate them into our programs. There are two points in these I think are very pertinent to your committee in the sense it involves, at least as a committee of the whole, the labor aspect. The 5 percent of vocational-technical money in CETA raises one massive question in my mind in regard to the entire CETA operation—that is, the other 95 percent. It also raises another point, which I alluded to in written testimony. Harold Speers, who was on a national advisory committee a few years ago, and I am not sure he still is, but he brought us facts and figures for the 3-year period of time, about the late sixties. The Department of Labor was projected to have for adult education more increase each year in that 3-year period than the total allocation to the Office of Education for adult education.

I think I know who is going to catch it when the educational thing bogs down. I think the educators are going to get it, the negative criticism. But I don't really believe the dollars are being allocated to the educational community in the correct proportion.

I would like to point a little bit to two things, and one is section 102220 of the Illinois school code, which I make reference to, and that does provide a very unique way of joining the resources and needs of the welfare department and the educators in the various States across the country in a concept of educational developmental programs toward self-support. It is in that context we have done a great deal of our developing, and it is in that context we have added to that the other kinds of funding like Federal, ABE funding out of 3380, and the various parts of CETA, which have begun to focus around that.

The other comment is on your House 3037. I have gotten through it, not in great detail, but it seems to me to be a good framework to keep the concepts that I am talking about here in mind as it becomes revised and finally implemented. I certainly would not want to direct your attention to more money, but to the system, the commingling, if you will, the coordination services that I think have to be developed. I think the Federal legislation has a great deal to do with that as it comes down to the States. I think then when we get the system ironed out, I think we ought to really look at some increases of funding levels in a more efficient system.

I appreciate the opportunity to be here, and I appreciate your endurance in sitting through the day. I would entertain any questions that you might have.

Chairman PERKINS. Thank you very much. You were very clear in your statement, and it has been very helpful.

Mr. HALL.

Mr. HALL. No questions, Mr. Chairman.

Chairman PERKINS. Mr. Simon.

Mr. SIMON. I have just something that is related indirectly to your testimony, but it is really an enclosure, and by way of background, when I was in the legislature, a high school not too far from you was refusing to administer GED tests, and in checking, I found out about half of the high schools in Illinois were refusing to administer the tests. So I introduced a bill requiring the county superintendent of schools to do it.

I note in the memo to you I see 54 GED tests were handled, and either the law has been changed, or county superintendents are not doing what the law requires them to do.

Dr. **Rankin**. I can't speak completely to it, but I do know there are administering agents that are other than county superintendents.

Mr. **Simon**. Well, I was, and I am all for that, but there ought to be a minimum of 102 GED testing centers in the State of Illinois.

Dr. **Rankin**. There has been a change in the county superintendencies as part of the educational service regions, and that may account for part of it.

Mr. **Simon**. See Sherwood Dees, if you can followthrough, and I would like to know why there are not more than 54 GED testing centers in the State, because there ought to be more than 54 in a State like this.

Mr. **Giles**. I am Wayne Giles, director of adult education. That is not a requirement, that we establish a testing center in their county or region, if they can make arrangements with another county superintendent or educational superintendent to administer the tests, either through his office or a university, such as the University of Illinois, or a community college, and we have 26 such centers located in community colleges.

You might be interested in that last year we tested 22,703 adults in our State, which from the time it was implemented, based upon your legislation in 1958, I believe, it was a 984 percent increase in the number tested. There was a tremendous demand as far as the high school equipment.

Mr. **Simon**. I can remember it shot up as soon as we put it under the county superintendent and made it available; the interest was there. So that this does not mean that we are cutting back then on the number?

Mr. **Giles**. No, we have increased the number of testing centers.

Dr. **Rankin**. I might add to that, Mr. Chairman, we found another very unique thing, as we worked in preparation of people for the G.E.D. tests. Most of the people, or many of the people, I should say, have heard for a long, long time they can't get jobs wherever they want to go because they don't have it. We found a very unique situation, in that in the minds of many people they therefore think that if they get it, they should automatically be able to get all of those things they haven't been able to get because they didn't have it, and it opens the door then for the original concept I was proposing, that then the need for access into the occupational and further training kinds of things begins to open up.

Chairman **Perkins**. Thank you very much.

Mr. **Simon**. No further questions.

Mr. **Blouin**. No questions.

Chairman **Perkins**. All right. Our last witness is Mr. Jim Acord, Southern Illinois University.

STATEMENT OF JAMES FRANKLIN ACORD, ACCOMPANIED BY MICHAEL ADAMS, SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE, EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) FELLOWS, OCCUPATIONAL EDUCATION

Chairman PERKINS. Please come around, and without objection, your testimony will be inserted in the record.

Mr. ACORD. Thank you, Mr. Chairman.

Mr. ACORD. As a member and representative of the Education Professions Development Act Fellows at Southern Illinois University, I would like to express our appreciation for being able to submit comments and suggestions for the forthcoming vocational education legislation.

Section 552 of the Education Professions Development Act provides fellowships for development of vocational education professionals, and the program at SIU–C has participants from as far away as California and New York, so we think that our comments have a national base.

Now, as potential leaders in vocational education, we respectfully submit the following report and recommendations. We perceive vocational education in a broad educational concept and as being an integral part of all education, education from kindergarten through the adult years. It extends far beyond entry level skilled training for occupations. Entry level skills do serve a purpose, but this Nation must provide people with lifelong easy-entry/easy-exit education. The question is, then, who and what agencies should be changed with providing career education and vocational mobility?

We believe this task has fallen upon the schools, and that they are the sole formal agency that touches all youths and adults; therefore, the vocational education responsibility placed upon the schools directly relates to the strength, growth and happiness of this country's citizens.

What part should vocational education programs play in providing the transition from school to work? The data indicates that vocational programs are becoming an increasingly large segment of public education. We believe that vocational programs should play a prominent role in training and retraining of people of all ages for the world of work. In the future, much less learning will take place within the confines of the traditional classrooms. Instead, it will occur within the communities. I submit, gentlemen, it already is. The school would become a monitoring station.

Vocational education must assume new roles in the next quarter of a century. The dichotomy between general and vocational education, kindergarten through adult, must be eradicated and forged into a comprehensive education that serves the needs of a full range of students. It is neither vocational nor general education as separate entities, but both working together, toward the same goal, that is, developing people to their fullest potential that best serves the needs of society.

We particularly warn against locking students into dead-end occupations. Some authorities hold that vocational education limits one's career options, that is, when students are channeled into vocational education, their educational achievement, occupation future, and social class standing are greatly limited.

The assumption of new roles for vocational education is parallel to the new roles for vocational educators. Schools alone cannot carry the burden of preparing people for work. They must have the cooperation of business, industry, and labor. To this end our specific recommendations are divided primarily into two areas, that is, professional development, and the second is national concerns.

First, to provide professional development, funds to educate professionals who work to change the idea that vocational education exists only in grades 11 to 14 must be provided. Funds should be provided for occupational information at all ages.

Furthermore, we believe that funds should be provided to continue easy-entry/easy-exit vocational education throughout life.

Gentlemen, we need professionals to promote innovative models to enable people to work, to make the transition from school to work and from work to school. Three specific suggestions are legislation to promote: (A) cooperative education which should be available to all students; (B) performance-based mastery learning which helps to insure students against failure thus building the desire to learn; and (C) placement and follow-up of vocational students.

We need professionals who will emphasize job redesign to relieve the current work apathy which will encourage lifelong learning on the job.

We need professionals to expand vocational education through National Science Foundation-styled institutes which would include secondary school students, college and graduate students, teachers, administrators, counselors, college professors and administrators, and business and industry personnel, and EPDA-styled leadership programs to include persons with traditional and nontraditional backgrounds in vocational education. In addition to that, we need executives from the business and industrial sector who can be given consideration as possible candidates who will assume the new leadership roles required for future vocational education.

We further suggest that more specific criteria be developed for participating development institutions to insure the promotion and encouragement of individualized programs based upon different State and regional needs; that State department personnel will also have the opportunity to enroll in programs of professional development or return of business and industry for varying periods of time such as the sabatical.

We need professionals to insure that provision of stipends or tax incentives to encourage industry and business personnel to also participate in leadership development programs and worker exchanges.

We also recommend that additional national support be there for vocational youth clubs to attract and prepare people for future leadership positions in vocational education.

In view of the recent General Accounting Office report, we urge national guidelines for State evaluation and followthrough systems based on these recommendations should be provided.

For example, we submit the three-phase evaluation system used in Illinois. We think it is exemplary.

We also recommend that funding at the local level should be based on an educationally sound accountability system such as the credit-hour production system. An example once again is the system that is sued in the State of Illinois.

We also recommend that sufficient Federal funds be provided for moveable equipment.

We also recommend that Federal grants to discontinue vocational education programs and to retrain displaced teachers be provided so as to encourage phasing out of unproductive programs.

We also recommend that additional funding for all types of special needs students be assured.

We also recommend a delineation between the programs of the Comprehensive Employment Training Act and the Vocational Education Act be undertaken so that a better cooperation between CETA and VEA can be enhanced.

We also recommend increased funding for vocational education be provided to at least offset demands made on present funding levels by increased enrollments and spiraling inflation.

We also recommend specific funding for innovative vocational programs such as but not limited to women in the world of work, and stereotyping vocational education for males and females, career education, minorities, and that ever-present problem of dropouts.

We further recommend a single State or national vocational education agency to have primary control over funding of programs under this enactment.

Gentlemen, I submit to you that this control must be legislated if vocational education is to be held accountable.

In closing, Mr. Chairman, this represents the sum of our recommendations. Our suggestions have been brief, and at one time there were seven students here, but they are gone now. I will entertain any questions from the committee, and you have our address on the front of this paper, and we would be very happy to correspond with you.

Thank you for your time.

Chairman PERKINS. Let me thank you. I have some comments concerning some other matters.

Mr. Hall, any questions?

Mr. HALL. No, sir. I appreciate your testimony.

Chairman PERKINS. Mr. Simon?

Mr. SIMON. I have none, but I appreciated your willingness to wait here until the end of the day.

Mr. ACORD. I thank you gentlemen for letting me participate.

Chairman PERKINS. Let me, before you get up, state I want to thank you likewise for waiting. Sometimes somebody has to be last. It is not intended that way, but it works out that way.

Mr. ACORD. That is all right.

Chairman PERKINS. I used to feel that as a young Congressman. I would be on the tail end of the line and never get to talk. We had a chairman at that time against all educational programs. The poor man is deceased presently, but he was against any Federal aid programs at that time. He never managed to get around to us, and always we had to take it. There was nothing we could do about it.

But you have been very patient and very helpful here.

I want to take this opportunity to thank Bill O'Neill and Emmett Slingsby from the State department of education for all of their help today.

I also thank the court reporter.

I should add, Congressman Findley represents this district, and he has made the district, in my judgment, an excellent representative.

I want to say in conclusion that Congressman Tim Hall and Congressman Simon have done a magnificent job in bringing these witnesses before this subcommittee today. It just shows and demonstrates to the people in Illinois who have heard this testimony today the great job that they are presently doing in Washington. It is my hope that I will have the pleasure and privilege of working with such distinguished gentlemen for many years to come.

The great State of Illinois has exercised good judgment in electing these people, and it will be a pleasure for me always to work with them.

We will do our best to provide the best legislation possible with the assistance of these gentlemen on this committee, Congressman Hall, Congressman Simon, Congressman Quie, Congressman Pressler, Congressman Blouin and other members.

Do any of you have something else to say?

Mr. HALL. I think I would like the record to show that we thank you, too, Mr. Chairman, thank you, too, for taking time from your busy business schedule to come back to the great State of Illinois, the land of Lincoln, and we have some sympathy there, since he was born in Kentucky.

I might add, nothing would please me more than to serve with you many, many years.

Chairman PERKINS. The meeting is now concluded, a wonderful day.

[Whereupon, at 5:30 p.m., the committee concluded the hearing.]

[Material submitted for inclusion in the record follows:]

ILLINOIS ASSOCIATION OF
COMMUNITY COLLEGE
AGRICULTURE INSTRUCTORS,
August 29, 1975.

Mr. CARL PERKINS,
Chairan, Education and Labor Committee,
Rayburn House Office Building,
Washington, D.C.

DEAR MR. PERKINS: My teaching schedule will not permit me to present verbal testimony at your Congressional Hearing in Springfield, Illinois. I have enclosed written testimony.

We as vocational educators have been successful, but we need help. Please find some way for the other 90% of the classroom teachers to help us. Thank you.

Sincerely,

M. L. RENAUD,
Illinois Central College,
East Peoria, Ill.

Enclosure.

STATE PLAN INPUT REQUEST

Annually, the Illinois State Board of Vocational Education and Rehabilitation, in consultation with the State Advisory Council for Vocational Education, prepares a State Plan for the Administration of Vocational and Technical Education. The State Plan consists of two parts. Part I constitutes the basis upon which eligibility of the State for Federal funds is determined and becomes a contract with the Federal government. Part II contains projections for carrying out vocational education programs.

Currently a new State Plan Writing Committee is beginning to develop the FY 76 State Plan. The committee is seeking your assistance in compiling this Plan. The State Plan represents the thinking of many individuals. Local educators; business, industry, and community persons; the State Advisory Council for Vocational Education; representatives from various State agencies; as well as personnel from the Division of Vocational and Technical Education may contribute data and suggestions for consideration. The following topics are major components of the State Plan:

PART I—General Administration, Fiscal Control, Regular Vocational Education Programs, Programs for the Disadvantaged, Research and Training, Exemplary Programs and Projects, Consumer and Homemaking Education, Cooperative Vocational Education, Work-Study Programs.

PART II—Employment Opportunities Relative to Supply and Demand, Availability of Vocational Education, Population Characteristics, Planning and Budgeting (Annual and Long-Range Plans), Enrollment Projections, Personnel Preparation.

Respond to as many of these topics as you choose. You may utilize the reverse side of this form for your comments if you wish. Please make your responses as explicit as possible and mail to the State Plan Writing Committee by January 31, 1975 to assure their consideration for the FY 76 State Plan.

STATE PLAN WRITING COMMITTEE,
GERALD GLADDEN,
Chairman,
Division of
Vocational and Technical Education,
Springfield, Ill.

INTRODUCTION

Students in our educational system do not have equal opportunities. Most kindergartens through high schools have one major objective in their educational program * * * to prepare the student so that he can pass the college entrance exam, although we are careful not to say so. Teachers and administrators are complimented and are considered successful when a large number of their students secure high ACT scores. It is well known that only about 20% of the students who enter kindergarten will ever complete a four year college curriculum. The other 80% are being forced to enter curriculums and/or courses that do not meet their needs, although we are careful to say we care about the "whole child."

Through experience, we realize that most students, and especially occupational students are deficient or handicapped in one or more of the following areas: motivation, goals, attitude, personal objectives, and general education. It is also well known that not all students fail to achieve general academic proficiency merely because of lack of talent. Too long have all students been subjected to the mass-production approach of traditional English, Mathematics, Social Studies, etc. Most teachers teach the way they were taught—by memory experiences. Only 20 to 30% of present students, are successfully motivated to succeed. The other 70 to 80% are unsuccessful. While some are so unsuccessful that they become drop outs, others are enrolled in "vocational courses." Their success in these courses is hindered by their lack of fundamental abilities in reading, writing, and mathematics.

Vocational Education has never been truly successful and will probably never reach its intended goals unless some changes are made. Most of the products (students) of our educational system will be entering the world of work. Employers purchase time. Their employees must be capable of selling this time to a customer at a profit to the employer, the customer, and to the employee. Every teacher, not only Vocational-Technical teachers, must be preparing their students to be successful employees. We, as educators, are all responsible for the finished product. Every educational experience must be designed and presented in such a manner that the student can associate the experience with real life situations. It isn't enough to tell an elementary or secondary student he must learn "these facts" so that he can go on to college. Most Vocational-Technical teachers know that the student must have a need for and must perform the skill himself before it is learned. Every teacher must help motivate every student's interest in occupational areas, and they must help the student to apply the educational fundamentals to everyday living experiences. Most students develop "grade" problems because not enough time is spent with "Why"? Some elementary classes are "visiting" fire stations, turkey farms, etc. Visiting is a good educational experience but it isn't enough. Students must be challenged and shown how to apply classroom educational experience in Mathematics, English, etc. to these and other occupational areas.

For example, before and/or after a class visits an occupational area, a classroom mathematics educational experience could be more meaningful if it could be applied to these areas: Fire department—gallons of water/tank, gallons of water/minute; Grocery store—making change, 6 apples at .08 each = ——; Keystone—rods of fence/mile, feet/rod; Grain farm—pecks/bushel, lbs/bushel, miles/hr.

An instructor's most difficult assignment in any course is to motivate the student to want to learn what the instructor wants him to be able to do. I sincerely believe that students are unsuccessful in our general education courses and in some technical courses, because they are not told what they are going to do, how they will do it, under what circumstances they will do it, and to what level of proficiency they will be expected to do it. Behavioral Objectives describe what the student will be able to do after he has completed the course or courses. An employee must be able to answer the qustion, "what can you do," by doing it.

Properly motivated students tend to develop their own Behavioral Objectives. You could say they learn in spite of the teacher. These students are successful in our educational institutions while others are said to lack talent.

Some educators believe that these written Behavioral Objectives will solve all our problems. As with other changes that have been implemented, they will also fail. Why? They will fail because the teachers developing, writing and implementing these objectives (by demand) will not have changed their own goals and/or objectives. Many administrators and/or teachers will be satisfied to have written objectives "on file." Teachers need and must secure some re-training.

Most teachers teach the way they were taught—by memory experiences. Only the adequately motivated students (20 to 30%) are willing to accept these memory exercises—two plus two equal four, i before e except after c, etc. Behavioral Objectives will not correct this antiquated method of teaching. A student may be able to perform the memorized mathematical skill successfully if it is spelled out for him (add these: 62 + 54: 12 + 06), but a large number of students cannot determine for themselves when and/or what to add to obtain the correct solution. Written Behavioral Objectives will do little to correct this deficiency.

Most teachers are failing to make educational experiences useful for the majority of the students. Why? I firmly believe that like yourself, most teachers have been enrolled in too many worthless education courses. These courses are often all theory (lecture) and are without educational learning experiences which meet the needs of future and present teachers. I have often said that I would not take another education course. However, I would enroll in a course with other agricultural mechanics instructors to develop educational experiences that can be associated to real life situations.

CONCLUSIONS

Some basic conclusions can be drawn:

1. Most students entering the world of work are poorly prepared.
2. Students have difficulty in applying the facts dictated by their teachers to real life situations.
3. Knowledge as such is of little value to the student until he incorporates it into his life behavior pattern.
4. The objectives of most general education courses which are required in kindergarten through college do not meet the needs of students—especially vocational students.
5. These objectives do not explain what is actually being done by the student in a course. They are stated as passive rather than measurable.
6. Written Behavioral Objectives are necessary in every course at every level of education.

7. Most currently used text books should be used to alleviate the fuel shortage (burned). New references must be developed to help implement real educational experiences.

Proposal

One of the best ways to equalize educational opportunities and to make the best use of tax payers dollars would be to *pay* teacher's to enroll in Seminars to develop educational experiences that can be applied to occupational areas. The objectives of these workshops would be to: (Mathematics example)

(1) Develop written Behavioral Objectives.

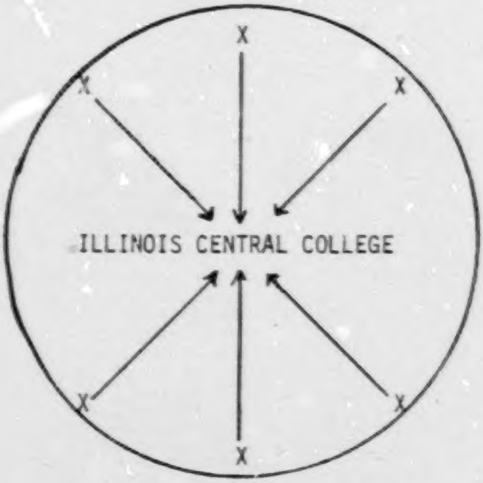
(2) Develop a master teaching plan to aid teachers in utilizing these objectives in their daily classes.

(3) Develop a series of word problems so that these learning experiences could be related to a large number of occupational areas.

Participants in these workshops (mathematics) would be responsible to develop methods and procedures for teaching students and teachers to apply daily educational experiences to common experiences of students. Some examples of these common experiences might be: eating out, shopping for a new dress, buying school supplies, going shopping, building a new home, riding a bicycle, harvesting a crop, taking vacations, participating in sports, washing dishes, repairing a bicycle or tire. These educational experiences should also be developed around vocational areas such as: nurse, butcher, mechanic, sales clerk, housewife, secretary, carpenter, painter, or Caterpillar, Keystone employee. Until a student associates mathematics with real life he will be unsuccessful.

Federal and/or State funds are already available for a clearly defined educational program or programs for the concentrated efforts. The funds would include costs for such items as instructional materials, facilities, and salaries (administration, instructional and substitutes for teachers if conducted during the school year.)

Illinois Central College should sponsor and conduct these one- to two-week workshops for district 514 teachers. These teachers could enroll by interest groups such as: fourth grade mathematics teachers. One or more of these fourth grade teachers from each elementary school would be invited to attend this workshop.



X -- Attendance Center (Fourth grade mathematics teachers)

Their regular classroom assignments would be performed by substitutes paid for as part of the Federal and/or State grant.

These cooperating teachers would return to their respective schools and help other teachers to utilize the new skills and techniques.

Other workshops could be conducted for a large number of educators by interest areas: Social Science, Health, Humanities, Industrial Arts, Agricultural Mechanics, English, Administrators, Principals, Guidance Counselors, Supervisors, and etc.

The one major objective of these workshops would be to equalize the educational opportunities by installing a desire and the competency in every educator to mak every deucational experience more accurately aligned with the real needs of our students.

EUREKA COLLEGE, *September 3, 1975.*

Congressman CARL D. PERKINS,
Chairman, Subcommittee on Elementary, Secondary and Vocational Education, Rayburn House Office Building, Washington, D.C.

DEAR CONGRESSMAN PERKINS: This will acknowledge and thank you for your invitation to testify at the hearing on vocational and occupational education on Monday, September 15th in Springfield, Illinois. I am pleased to be asked and told Congressman Hall that I would appear. Unfortunately for me, my schedule is getting out of control and I now see that I will not be able to attend.

There is only one question that I would raise regarding the revision of the Act of 1968. Why must 75% of the occupational educational funds be restricted for the use only of community junior colleges. If they can do the job better than anyone else, why not give them the entire appropriation? The Illinois Public Junior College System Program Review of January 1973 made by the Illinois Economic and Fiscal Commission does not appraise the work of the community junior colleges of this state so highly at this time. If others have something to offer why should they be restricted to 25%?

The apparent commitment of you and your colleagues to the idea that every American have the essential qualifications for making a constructive contribution to society through his or her work is certainly commendable. You may be sure of our best wishes and support.

Sincerely,

IRA W. LANGSTON,
President.

PREPARED STATEMENT OF DR. HARRY W. ABELL, PRESIDENT, SOUTHEASTERN ILLINOIS COLLEGE, HARRISBURG, ILL.

Mr. Chairman and Members of the Committee, I am Harry Abell, President of Southeastern Illinois College, which is located in the extreme southeast portion of the state and encompasses the Counties of Saline, Gallatin, White, Hardin, Pope, and parts of Hamilton, Williamson and Johnson. The district includes a population of 54,000 citizens. The college enrolls some 1500 students and has the distinction of being one of the smaller community colleges in the State of Illinois. Thus, my testimony is presented from the perspective of a college president responsible for the development of programs necessary for people living in a rural and less affluent area of the state. However, certain observations and opinions held will reflect areas of general agreement among members of the community of post-secondary education.

Before proceeding with the testimony, I wish to thank you for this opportunity to appear before the Sub-Committee and for the genuine concern expressed by the Sub-Committee in seeking out concerns and recommendations as they relate to the amendments to the Vocational Education Act of 1963. Further, I would like to express my appreciation for the enactment of all important legislation which directly affects education and the salutary effect this legislation has for people.

It should be noted that the importance of vocational education, in light of the historical development of higher education in this country, is beyond question as a means of providing for the needs of people in our dynamic society. Opportunities for social and economic mobility resulting from post-secondary programs are being realized as a direct result of emphasis placed upon the support given to education via funding legislation for education.

I would like to point out that the importance of general education for an enlightened citizenry is not in question and cannot be de-emphasized, in my opinion, even in the wake of demands placed upon educational institutions for developing and continuing career programs.

Specialized programs, however, for the purpose of developing skills necessary for social and economic mobility are contingent directly upon the abilities of the appropriate institutions to provide for programs and delivery systems commensurate with the changing needs of people. The community colleges have responded to the needs of people for retraining and renewing of skills as demonstrated by the exaggerated growth of these institutions. A high percentage of the course offerings in community colleges in the state, Southeastern included, are offerings in vocational education. The additional demands placed upon institutions for providing programs with a somewhat static percentage of dollars for vocational education will likely result in a dilution of the programs or retard the ability of the institutions to respond to the needs of people. I believe the proposed legislation addressed through H.R. 3036–S. 936 is a viable means for addressing the problem of continuing to provide for the career development needs of people through the community college delivery system.

Certainly in light of the characteristics of students seeking fulfillment of needs at the community college level, as evidenced by enrollments, and in light of the responsiveness of the college in attempting to provide quality programs and placement, the role of the community college as a viable delivery system must be recognized and considered paramount among the various systems for providing vocational education. Unparalleled opportunities for people of all ages have been provided both on a full and part-time basis and gives the somewhat unique option in post-secondary education of combining skills development and general education to those needing and desiring both.

Concerning the implications of H.R. 17305 as it relates to the administration of post-secondary programs, I am concerned that provisions of the legislation provide for minimum bureaucratic encumberances imposed upon institutions. The need for efficient and effective coordination of programs is responsibility for administering programs at the federal and state levels be realized and appreciated. It is most urgent, however, in my opinion, that the streamlined to the extent that the effect of dollars allocated for career education be realized at the local level where services are provided and that costly excessive duplication resulting from three or more state agencies administering such a program be avoided.

To provide for the efficient and effective use of allocations, it is urgent that identifiable allocations for career programs be made prior to rather than after the planning stage. Actual dollar commitments are needed in advance of planning to reliably plan for the development and continuation of or elimination of programs. Without the knowledge of dollars available to the institutions prior to or during the planning phase, it is exceedingly difficult to develop short and long range plans with any degree of stability where fixed tax rates and fluctuating state apportionment rates are variables.

In summary, I urge your support of this fine legislation which will assist community colleges in providing for the needs of the constituents of our districts. Again, I would like to thank the Committee Chairman and Congressman Simon for the privilege of sharing our considered opinions concerning the trust of the Vocational Education Act.

Southern Illinois
University at Carbondale,
Carbondale, Ill., September 16, 1975.

Hon. Paul Simon,
House of Representatives, Washington, D.C.

Dear Congressman Simon: This letter is written to followup the testimony which we asked to be entered in the official record concerning the Proposed Vocational Education Act of 1976. Enclosed is our original list of policy concerns plus a brief statement of rationale for each item. If you have any questions please call or write.

Sincerely,

Larry E. Swope,
President.

Enclosure.

The Southern Illinois Council of Occupational Leaders

AN ORGANIZED GROUP OF SOUTHERN ILLINOIS PUBLIC HIGH SCHOOL AND COMMUNITY VOCATIONAL DIRECTORS, DEPARTMENT CHAIRPERSONS, AND OTHER PERSONS WITH AN ACTIVE INTEREST IN THE PROMOTION OF OCCUPATIONAL EDUCATION

Larry Swope, President, Carbondale Vocational Center, Carbondale, Ill.

RECOMMENDATIONS IN REGARD TO THE PROPOSED VOCATIONAL EDUCATION ACT OF 1976

1. Vocational Education funding for public high schools should be increased to keep up with today's rising costs. Rationale: No explanation needed.

2. Provide money for the purchase of vocational education equipment. Rationale: Not all experiences can be taught on-the-job. Equipment is expensive, prohibitively so in many cases.

3. Funds should be made available to implement the most promising public school placement and followup models currently being developed. Such services should be under the direct control of vocational educators when implemented in public schools. Rationale: Placement ties education and the world of work together in a meaningful manner. Vocational teachers gain exposure to current conditions, students gain reason to study and realistic experiental guidance. Such programs can provide learning experience not available in any other manner and are not meant primarily to provide industry with cheap labor.

4. All vocational education funds should be administered by one vocational education agency according to a single, comprehensive, kindergarten through adult and continuing education plan. Rationale: Having two agencies responsible for administration of vocational education has the potential to divide the leadership that has been responsible for vocational educations growth and result in an unnecessary duplication of programs.

5. Funds should be made available to re-educate tenured vocational teachers of obsolete programs. Rationale: Tenured teachers cannot be discharged and LEA's do not have the necessary funds. As a result ineffective and/or obsolete programs must be continued.

6. Vocational education funds should be used to promote vocational education programs. Career education program should be provided additional funding. Rationale: Vocational education provides the most expensive and most meaningful programs within the career education concept. Vocational funds should be reserved for this purpose.

Prepared Statement of Joan L. Wills, Director, Governor's Office of Manpower and Human Development

Mr. Chairman, and Members of the House Subcommittee on Elementary, Secondary, and Vocational Education, my name is Joan Wills and I am the Director of the Governor's Office of Manpower and Human Development. I am grateful for this opportunity to testify on vocational education and to suggest a few small changes in the legislation which, I believe, could strengthen vocational education programs and enhance the coordination between voc. ed. and manpower programs operated by prime sponsors under the Comprehensive Employment and Training Act, CETA.

The Federal Vocational Education Act Amendments of 1968 do not need a drastic rewrite in order to meet the needs of the 1970's. However, a mere extension of the Amendments also will not suffice for the Seventies. The passage of the Comprehensive Employment and Training Act in 1973 suggests that with minor modifications in the existing Vocational Education Act, manpower planning and programs can and should mesh with vocational education planning and programs.

The planning for and implementation of local manpower programs are relatively isolated from other plans and, therefore, are not what they could be. In the same light, planning for vocational education is isolated and relatively poor as has been noted in the Government Accounting Office report on vocational education. In certain instances, planning at the local level is non-existent. CETA and VEA programs have similar goals—to enhance the self-sufficiency of individuals so as to increase their employability prospects through education and training.

The resources made available for CETA programs by the United States Congress are modestly reasonable and the combined local, state, and federal funds for vocational education are substantial. The combined funding for vocational education purposes and manpower programs is massive and if they were coordinated would have a tremendous impact at the local level.

Therefore, I recommend that the new vocational education legislation mandate a cooperative and coordinated planning process for both CETA and vocational education at the local and state levels. The mandate should stipulate that CETA plans of prime sponsors be approved by local vocational education advisory bodies and, in turn, that local vocational education plans be approved by CETA advisory councils. This requirement would make winners of both vocational educators and manpower prime sponsors in that duplicative endeavors would not be undertaken and there would be greater utilization at both State and local level of the combined resources. Additionally, this process could create more innovative programs at the local level designed to alleviate unemployment.

It is most important that the new federal vocational education legislation neither duplicate nor negate the Comprehensive Employment and Training Act. Therefore, in addition to mandating cooperative planning processes, I strongly recommend that job placement not be included in the new vocational required under the Wagner Peyser Act and CETA, and would not be a education bill. This would place in jeopardy the job placement functions judicious use of the available resources.

The adoption of these two concerns—cooperative planning and the restriction of placement—would satisfy most CETA prime sponsors, would assist the states in implementing CETA Section 106(b)(2) regarding coordination of state agencies active in manpower and related programs, and would allow basically for a continuation of the 1968 Amendments and the flexibility they allow.

To date, at the state level, one significant step has been taken in Illinois. The federally mandated State Vocational Education Advisory Council has been integrated into the umbrella structure of the Governor's Advisory Council on Manpower as a standing sub-committee of that Council. The purpose, for both are charged by federal legislation to accomplish many of the same task, is to integrate, whereever possible, the evaluation of programs. The need is to meet the demands of the labor market in order to make better utilization of all the federal and state dollars expended on the training of persons.

Another step must be taken. Mechanisms need to be developed at the local level to integrate the planning and operations of schools and other training programs in a community. To do this "sign off," for the purpose of compatibility of both plans—the local CETA plans and the local vocational education plans—alterations must be made.

Local school boards and Community Colleges must be given more lead time in terms of planning for their vocational education programs. It must be done in concert with business and labor (a factor already mandated in the planning process by CETA). CETA expenditures should also be reviewed to assure that no overlap and duplication exists in terms of programs. The goal for both should be to train people at the secondary and post-secondary level adequately to obtain and maintain a job. CETA dollars can be spent on prevention not just remediation as was predominantly the case under the earlier MDTA.

Federal laws and guidelines pertaining to vocational education will have to be changed in order to accomplish this task of coordination as well as state funding formulas and planning cycles.

The United States Department of Health, Education and Welfare published new proposed rules for state vocational education programs in the Federal Register of August 6, 1975 which could lead to greater coordination between voc. ed. and CETA plans and programs and reduce duplicative efforts. This is a step in the right direction.

Beyond the coordination issues between manpower and vocational education are several other issues which must be raised. First and foremost in my mind is de-categorization of vocational education to allow for greater flexibility by local educational agencies. The consolidation of Parts C, Research and Training in vocational education, D, Exemplary Programs and Projects, and I, Curriculum Development, seems to be logical.

The amounts of funds to be spent on economically disadvantaged and handicapped students seem too low to do an adequate job for these groups and I recommend that the levels be raised from 15% and 10% to 25% and 20% respectively. If more can be done for these groups in their younger, formative years, less may have to be done through remedial programs such as manpower.

Thank you for the time to appear before you and give this testimony. I am free to answer any questions you may have.

ILLINOIS STATE UNIVERSITY,
Bloomington-Normal, Ill., September 26, 1975.

HON. CARL D. PERKINS,
RAYBURN HOUSE OFFICE BUILDING,
U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

DEAR CONGRESSMAN PERKINS: On September 15, 1975, you and some of your colleagues held hearings on educational legislation at Springfield, Illinois. I was unable to be present because I had previously committed myself to speak on "Career Education" at a professional development day for teachers in Nashville, Tennessee.

Because I was unable to attend your hearings at Springfield, Illinois, I am writing my testimony and will deliver it to you at your office in Washington, D.C.

I am David L. Livers, Professor of Counselor Education at Illinois State University, Normal, Illinois. I am also presedent-elect of the Illinois Guidance and Personnel Association (1850 members) and will take over as president of the group on October 10, 1975. May 1, 1975 I was appointed for a one year term as a consultant to the U.S. Office of Education and have represented the office by making presentations on Career Education. I am a member of the American Personnel and Guidance Association and life member of both the National Education Association and the American Vocational Association. I am currently serving a three year term as chairman of the awards committee of the American Vocational Association.

Today I am writing on behalf of guidance counselors in the State of Illinois. We agree in principle with the provisions of H.R. 3270, The Career Guidance and Counseling Act of 1975. We endorse the procedures indicated for the training, re-training, demonstrations and evaluation which would help develop guidance counselors with greater expertise and skill in assisting the young people of America with vocational concerns.

One need only read the popular magazines, the public opinion polls, or the professional journals to see that there are many problems in education, and considerable dissatisfaction on the part of the American public with the kind of product we are turning out of our schools. The Career Guidance and Counseling Act would appear to be a method for resolving many of those problems and criticisms being leveled at education.

We, in Illinois, are fully aware of the demands being placed on the educational budget of the Federal Government in the form of numerous bills supported by some of our colleagues in other professional education organizations.

We would, therefore, be supportive of a unified career education legislative package, which would accommodate the interests of groups such as the American Vocational Association and the American Association of Junior Colleges along with school counselors who have a particular interest in the elements of the Career Guidance Act.

We would further request that input to such a legislation package be solicited from representatives of guidance and counseling, who we feel have considerable justifying data and rationale, for any portion of an omnibus bill which might deal with issues in the Career Guidance Act.

Thank you for your kind consideration in allowing me to present our position position regarding the proposed bill on Career Guidance.

Sincerely,

DAVID L. LIVERS,
*President, Illinois Guidance
and Personnel Association.*

VOCATIONAL AND OCCUPATIONAL EDUCATION

TUESDAY, SEPTEMBER 16, 1975

House of Representatives,
Subcommittee on Elementary, Secondary and
Vocational Education
of the Committee on Education and Labor,
Cedar Rapids, Iowa.

The subcommittee met, pursuant to notice, at 10 a.m. at Kirkwood Community College, Cedar Rapids, Iowa, Hon. Carl D. Perkins (chairman of the full committee) presiding.

Members present: Representatives Perkins, Blouin, Simon, and Hall.

Staff present: John F. Jennings, majority counsel; and Charles Radcliffe, minority counsel.

Chairman Perkins. Let's call the subcommittee to order. I want to spend every moment I can with your great Congressman here today.

A quorum is present.

The Subcommittee on Elementary, Secondary and Vocational Education is conducting a hearing in Iowa today on vocational and career education.

Yesterday we visited Illinois and heard of that State's accomplishments in vocational education. Iowa, like Illinois, has the highest level of education among its citizens. I just wish I could say as much for Kentucky. The median level of education in Iowa is 12.2 years, and this compares to a median of 9.9 years in my home State of Kentucky.

I sincerely believe that a major reason for Illinois and Iowa being such leaders in the Nation, in terms of wealth, agriculture, and commerce, has to do with the higher level of education of their citizens. Iowa has shown a strong commitment to vocational education over the years. Within the last 6 years enrollments in vocational education have more than doubled, and according to the U.S. Office of Education, the State and local governments have increased their expenditures for vocational education from approximately $22 million in 1968 to nearly $38 million in 1974.

You know, it is a great pleasure for me to be here on this occasion, especially since you have sent such an outstanding gentleman to the U.S. Congress in Congressman Blouin, having a good background in the State legislature and the State senate, and then as a schoolteacher prior thereto, which is an excellent background, in my judgment. Congressman Blouin brings an understanding to the U.S. Congress that is most helpful to the membership that constitutes the committee.

He comes with an educational background in the needs of the community, and has made a tremendous commitment in his everyday work on vocational education. He perseveres; he is undertaking and he is trying to improve the legislation in every way possible to expand opportunities and to make more money available for your colleges like Kirkwood.

Let me say that this is an impressive sight here at this great institution. 20 percent of it may be comprised of agriculture, and then you have your other vocational training programs. I understand you place all of your nurses, practical nurses that graduate here in hospitals, and the industry in the area takes your other graduates, or a majority of them, about 80 percent of them, from your technical schools. This is a great thing as far as any community, especially where you have gone through the experience that I have, where 90 percent of the graduates from the largest area vocational school in my district, the school at Ashland and the vocational-technical school at Pensville, where about 95 percent of the graduates had to go outside of the state to obtain jobs, to obtain employment, up until very, very recently.

So, with this wonderful institution here, I take my hat off to you great leaders in education for exercising a high degree of judgment in sending a great man to the U.S. Congress in Congressman Blouin.

If you have any remarks at this time, Congressman Blouin, go ahead before we call the witnesses. As you know, some emergencies have arisen back in Washington with the black lung meeting and several people are calling me. There are just so many in town now that you can't be everywhere on one occasion, and I promised a long time ago to come to Cedar Rapid, and nothing would have kept me from coming. I wish it were possible to spend 2 or three days here with your Congressman and go all over this city and talk to all of the various groups that comprise the entire city, and see as many people as possible in the company of Congressman Blouin, but maybe we can come back again.

Mr. BLOUIN. Thank you, Mr. Chairman. One thing before we start is to thank you for staying with us today. The chairman has received a couple of calls from his home as well as his office in Washington, and he has heard that several people in the district have camped on his lawn, and his wife is a little concerned, so he is going to be leaving in the earlier part of the afternoon to catch an earlier flight back to Washington to meet with these people from his district that he represents, in an effort to convince them he was not hiding from them, but was performing duties as chairman of this committee and as chairman of the subcommittee as well.

We want him to know how very much we appreciate his willingness to do that.

I want to take this opportunity, Mr. Chairman, to welcome you to Iowa. We appreciate, the fact you have taken time to come to Iowa, from what I know are very busy and hectic weeks of schedule to attend these hearings, and incidentally, they are the only scheduled field hearings by this committee on this subject this year.

We are grateful the subcommittee accepted our invitation to come to Cedar Rapids.

For the benefit of the witnesses here this morning and our guests, Mr. Chairman, I would like to explain briefly that this subcommittee has been holding hearings on vocational education since early last February, since the last session in fact of the last Congress, as I understand it.

The point of these hearings and the reason the subcommittee has undertaken what I consider to be a thorough review of vocational education in this country is the Vocational Education Amendments of 1968. This legislation expires at the end of the current school year.

The subcommittee is charged with the responsibility of developing legislation to continue to improve the 1968 bill. The turning point in vocational education and the Government's role in vocational-technical education came only a little more than a decade ago with the passage of the Vocational Education Act of 1963. The Vocational Education Amendments of 1968 expanded that historic legislation. The amendments stressed the need for adapting training to changing needs of the labor market. It mandated specific criteria for distributing Federal funds and set certain State planning and evaluation requirements. In addition, the amendments earmarked special help for special groups, postsecondary, the disadvantaged and the handicapped.

Vocational education has continued to grow and expand. It has matured to the point where it is now a recognized and essential part of this Nation's total educational program. Some 12,072,000 Americans are now enrolled in vocational education programs, secondary, postsecondary and adult levels. The total expenditure for vocational education now amounts to some $3,034,000,000 each year, including $428 million in Federal expenditures annually. This Federal fund is designed historically at least as a catalyst to encouraging States to develop vocational education programs which meet the specific needs and the specific problems of each State.

We tried today, Mr. Chairman, to organize a program which would give you a good picture of vocational education in Iowa. Quite frankly, it is my conviction since my years in the Iowa Legislature, and I am sure some of the members will agree, that Iowa has one of the best vocational education programs in the United States. We have developed a series of 15 area career education school, distributed geographically throughout the State, providing the individual educational resources, facilities and expertise for the State's secondary, postsecondary and adult education programs.

These area schools work closely with the high schools, colleges and community to provide quality vocational career opportunities for every Iowan.

Yet despite the forward strides we made in Iowa, there are shortcomings I am sure you will hear about in the testimony that follows.

Let me add for the record I think the chairman of the subcommittee has done an outstanding job during the months I have been on the committee. I appreciate his openness and willingness to accept the wide range of suggestions and proposals which have been submitted to the committee, many of them coming from freshmen who were overabundant with suggestions and proposals generally; his willingness to consider substantive selective proposals to improve vocational education and the Federal Government's role in vocational education.

Let me also say to the witnesses that we look forward to hearing what you have to say. We look forward to the hearings you are going to put us through for the remainder of this day, your experiences, your problems, and your thoughts and suggestions in regard to where we ought to be heading. Because you live with this on a day-to-day basis, we have called upon you for your suggestions, and we hope very much that we can learn and grow as a result of it.

We have a very rigid schedule, Mr. Chairman, which I am going to request that the witnesses and the subcommittee adhere to, because when 5 o'clock comes we have to adjourn and the other members have to catch a 5:30 flight. That means that anybody who has not spoken at 5 o'clock can thank those who spoke earlier and ran over on their time.

Mr. Chairman, our first witness is Dr. Robert Benton, State superintendent of public instruction, from Des Moines.

And I would appreciate, Doctor, if you would submit your testimony for the record and summarize your comments as you see fit.

STATEMENT OF DR. ROBERT BENTON, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA

Dr. Benton. Thank you very much, Chairman Perkins and Congressman Blouin, Simon, and Hall. I am happy to have this opportunity and, as was stated, I am Superintendent of Public Instruction and Executive Officer of the State Board of Public Instruction for the State of Iowa. I want to thank you for allowing me to appear before this group and to outline in brief detail what we are attempting to do in the vocational educational thrust here in the State of Iowa.

I have only been State superintendent about 3 years, and as I look back over some of the things that happened in the 3 years and some of the things that had happened prior to that time, I am reminded of a story that might be of interest to you people. They tell the story of this mother of nine children who went out one evening to sit on the porch with her husband, and they were watching their youngest child, 5-year-old Jimmy, playing in the yard. On that particular day the city had laid tar and gravel, and as a five-year-old is wont to do, he got himself covered from head to toe in the tar and gravel. He was waddling toward the porch, and the mother turned to her husband and said, "I think it might be easier to have another one rather than clean that one up."

So, when I look at this whole area of vocational education and what we try to do in our total thrust, sometimes we are wont to think that maybe it might be easier to just start all over again. But that is not reality. The reality is you have to kind of start where you are in the whole educational thrust, and that is what we tried to do in the State of Iowa, that is, to build a program that is going to try to meet the needs of as many people as we can.

Now, I want to briefly give you a picture—the testimony has been handed out and you have it: and I do have extra copies if needed—but I want to give you a brief picture of Iowa, how we have organized and delivered the vocational education product to the people of Iowa. In the process, you might have questions to ask, and I know, looking at the list of witnesses, that there are other people here that will be filling in a lot of the gaps which I will leave here this morning.

As a chief executive officer of the State of Iowa as far as education, seconda[illegible]nd community education, I will try to give you a brief overvie[illegible]r example, you need to know that the State of Iowa has a population of slightly under 3 million, and through our secondary, postsecondary, and adult levels, we have served over 200,000 students, and there are 450 total secondary districts.

You need to know, and Mike has talked to this, but we have organized the State into 15 merged area districts, and they are responsible for the vocational education, or the broader term, community college programs, in the State of Iowa.

Just this past July 1, 1975, we abolished our county and joint county school systems in the State of Iowa and developed what we call an area education agency. That is an intermediate service unit between the State department of public instruction and the 450 school districts of Iowa.

They do have the same boundaries as the community colleges. Frankly, it was my hope and the hope of the State board we would not have a dual board or dual setup within it, but the legislature saw otherwise, so we have the merged agencies, separate board, and administrative unit. Our task of the State department and State board is to see both the merged area school districts and area education agencies working as closely as possible in trying to better improve the educational delivery system to the people of Iowa.

Having said this and having outlined very briefly the organization structure we have in the State of Iowa, let's go back to, I suppose in the late fifties, early sixties, and try to get a handle on where was vocational education in the State at that particular point?

I think you would find in most Midwestern States vocational education was basically in the area of vocational agriculture and vocational home economics, at least at the secondary level. That was practically the thrust of vocational education per se in the postsecondary levels.

Mike has mentioned to you in 1965 one of the main thrusts of those amendments was to broaden the base of vocational education. Out of that particular piece of legislation in 1965 then came the legislation that created the merged area schools or community college movement as we know it in Iowa today.

In that particular legislation, they did outline, and I touched on it very briefly in my testimony here, they did outline 10 thrusts of that community college merged area school movement. That was:

One: The first 20 years of college work including pre-professional education—This does not apply to those merged areas that organized as area vocational schools.

Two: Vocational and technical training.

Three: Programs for inservice training and retraining of workers.

Four: Programs for high school completion for students of post-high school age.

Five: Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local school, public or private.

Six: Student personnel services.

Seven: Community services.

Eight: Vocational education for persons who have academic, socioeconomic or other handicaps which prevent their succeeding in regular education programs.

Nine: Training, retraining and all necessary preparation for productive employment of all citizens.

Ten: Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

I list these 10 things because I think it is extremely important, as you take a look at the whole vocation education thrust in the State of Iowa, that you understand that particular legislation which was begun in 1965, and we have built upon it from that point. It has not only been an attempt to enlarge and in fact develop postsecondary vocational training opportunities, but because of the vast number of small school districts in the State of Iowa, 450, and the vast majority of them with less than 1,000 students in the State of Iowa, there needed to be a regional mechanism through which planned development and actual delivery of the vocational education program could be made. So the high school thrust of the community colleges, and I am afraid many people in Iowa are not aware of this, that the high school thrust of community colleges is a very important concept, because there is no way, as I look at the whole State, there is no way we could have brought meaningful diversity and variety of courses to the high school students of this State if we had not gone this particular way.

This does not mean there are not a number of school systems, and there are. Larger school systems here have fine secondary school development vocational programs, and those are operated exclusively by those locales or elementary and secondary school districts. It is important to understand that particular phase of where we have been and are going in the state of Iowa.

I have a few statistics, and there are dozens I can give you, but to give you an idea of what happened in 1965, in 1965 or 1966 when the merged area schools came into existence, there was enrolled in the postsecondary programs at that time in mostly arts and sciences approximately 9,000 people. I will use round figures here. Last year we had a total full-time equivalency of 35,000, so you see the growth is four times, fourfold in that particular time that has happened in that whole area. In those approximately 9,000 enrollments in 1966, I think there were less than 1,000 who were enrolled in vocational-technical programs; our arts and science enrollment in community colleges stayed just about the same. You have gone from 1,000 to approximately 25,000 people who are enrolled in full-time or part-time programs.

Now, another statistic, and I don't think I have it in the testimony, but I bring it to your attention, is that with the great thrust of the adult education movement that has been part of the community college movement, we had a head count last year in the State of

Iowa in excess of 225,000 people who were enrolled in some way, shape or form in programs of the community college and area school movement. Granted, that may be everything from a basket weaving to who knows what, but it is a head count; not full time, full time is about 35,000. But this is great testimony as to what our people, people of Iowa have responded to in this particular area.

In the testimony, and I will not dwell on it much, we have a section on the adult education growth and of the great accomplishments, achievements in the area. We have a section in there dealing with the special needs. As you well know, certain, I have forgotten the exact amendments, but certain amendments set aside 25 percent of the vocational dollar, I believe 10 for the handicapped, 15 for the disadvantaged, or vice versa. I have forgotten exactly, but we have developed in the special needs division, working both with the community colleges and secondary schools in terms of trying to bring special education programs to the disadvantaged and handicapped, and I think that is very significant, and we think it a very great thrust in the State of Iowa.

There are a number of other things I could mention which are mentioned in the testimony. I will not get involved in it too much, except to say that we have tried to make some decisions that are going to increase our participation of students in that particular area.

Let me mention something that we have done on the secondary level. I think this is rather significant. About 2 years ago internally the State board and the State department made a decision that because of the shortage of funds in the elementary and secondary schools, we were finding school districts reluctant to get going in vocational education because we could only reimburse it about 25 percent of cost of the teachers' salary and travel and this type of thing. We have made a basic decision at the State level to encourage the secondary schools, and we came up with what we call an 80-60-40 plan to encourage high schools to start programing. We would pay the first year 80 percent of those costs, we would pay the second year 60 percent of those costs, and the third year it is 40 percent. Then the fourth year they would have to fall into the approximately 25 percent range with everyone else.

On the surface, beginning with this had been very good, but later on I will talk about the total financial problem. We found it encouraged a lot of school districts to get involved in this particular area.

Second, one other thing we had done to encourage high school participation and secondary participation has been the joint effort programing developed between the community colleges and high schools. And all of the community college districts, the 15, we granted them some research money out of Federal funds, and they have done needs assessments and planning in this area, and practically now all of the community colleges are working closely with each of the elementary and secondary districts in their area, and in many cases are producing and providing exploratory, in some cases preparatory, programs for high school.

Again, I have to go back to the necessity of this type of approach because of the size of our school districts. So unless you do something of this nature, 95 percent of our school districts would not have had access to the vocational education dollar. So by pooling resources and planning and development, and in fact, delivering that particular program, it is extremely important that this happens.

One other point—and I want to stress this carefully: We are just a little different in Iowa than some States in that the whole vocational effort has been under the planning and delivery of one board, the State Board of Public Instruction, which is composed of nine members appointed by the Governor, confirmed by the senate. But both secondary and postsecondary vocational education comes under the policymaking preregoative of that State board, and we think, even though I am sure there are some in Iowa who would quarrel with some decisions of the board—and I would be the first to admit they are not always the most popular decisions that are made—at least there has been one coordinated, concerted effort made to try to get the most out of the vocational dollar for the people of Iowa. I believe it has been pointed out, Chairman Perkins, about the increase in State funding of vocational education, and I think it has come about because we have been able to speak with one voice to the needs of vocational education in the State of Iowa, and it has been one voice that dealt with the secondary, dealt with the postsecondary, dealt with the adult, dealt with the whole thrust, the whole thrust of vocational education.

It seems to us that is very very important. We certainly support it at the State level. I am sure there are some who would disagree. Some might feel there is too much interest given to postsecondary versus secondary. That is a debatable issue. I don't care where you are, and no decision in the area will satisfy everybody. Frankly, that is the way it should be. I would be surprised if the postsecondary district were to get all of the dollars they could, and secondary all the dollars they could. In reality, we are ready to deal with it.

Again, I think the ability of one board to view this, very frankly to make those policy decisions as to where the empire-building is going to be, and it is there, I think it has strengthened the total thrust and better met the needs of the people of Iowa than if we had a proliferation of boards vying with each other to try to do this and that.

It seems to us anyway there is a very important issue, one other issue I wanted to discuss, and then I will stop and you can ask questions. I tried to keep close tabs on this vocational education legislation, the proposals. I have been working in several places and talked to SOE people on it and various other organizations. I understand there is some concern in Congress about the use of vocational funds to maintain ongoing programs. The seed money concept gets introduced every once in a while. I can understand the seed money concept and understand its value, because it has provided some of the thrust and emphasis, but I would caution the Congress very much about furthering or adopting to any greater degree that concept for this reason:

In the State of Iowa, the local school districts in the way we finance the local school districts budget have absolutely nothing to say on how much that budget will be. It is a statewide formula approach. What will happen here if you throw out a little seed money and they start programs, and then they are not able to carry them out? So I guess basically I have to bluntly say to the Congress: If the Federal Government, if the Federal circumstances want to get in the ball park and be in the ball park, they cannot get in and out, in my opinion. They have to maintain a certain level here. Then if there are new thrusts, we can go that particular way.

It would be devastating in the State of Iowa, that it would be dependent at the local school level, secondary programs, it would be devastating if the State of Iowa was basing it on a seed money concept, and then pulling back, because that is the problem we run into with the 80–60–40. The 80, they can find the other 20 percent, but they have trouble finding the other 40, and in the final 60, we can't finance it. We are limited, and with inflation and everything, we don't have the dollars to pick up the tab.

We reach the point where some local school districts will say to us frankly, "Don't give us any money if you can't keep it in there, because it builds up expectation in the school district, and we have to drop it."

I think it is important as you take a look at the whole issue of seed money concepts, as important as it is and successful insofar as the community college, because the State legislature has used the proporiation process to fill that in, but on the secondary level, dealing with 450 school districts, that just is not there. You have to be very careful, it seems to me, with that particular thrust.

There are a lot of other things I could bring to your attention, but I know time is limited, and I did want to say to you, I do know your chief executive school officer, Lyman Ginger from Kentucky and Joe Cronin from Illinois. I hope you will have some questions.

Chairman PERKINS. Let me compliment you, Dr. Benton, on the outstanding testimony you have brought before the committee. It was very impressive, and I think your testimony is altogether sound.

[The complete statement of Dr. Robert Benton follows:]

PREPARED STATEMENT OF ROBERT D. BENTON, ED. D., STATE SUPERINTENDENT, DEPARTMENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA

Mr. Chairman and members of the committee, I am Dr. Robert Benton, Superintendent of Public Instruction and executive officer of the State Board of Public Instruction for the State of Iowa. We welcome the opportunity to appear before the Subcommittee and thank you for the invitation.

Before proceeding, I personally want to compliment you for holding onsite hearings outside of Washington, D.C. As you and your committee recognize, Iowa and the other sites chosen are where the grass roots of education exist. We believe these types of hearings will be most beneficial to your committee in future deliberations. With your permission, we will enter our statements in the record. I will then make a brief oral presentation summarizing our concerns and recommendations and emphasizing a few major considerations.

I have asked Dr. William Baley, associate superintendent of the Area Schools and Career Education Branch; Mr. Charles Moench, director of area schools; and Mr. William Schuermann, director of career education to accompany me, and they will be available to you and your committee if there is need for indepth questions pertaining to the vocational education efforts in the State of Iowa at the secondary and postsecondary levels.

I. DEFINITIONS

Before presenting our concerns, I would like to offer the following explanations of some of the pertinent terms as they are used in Iowa and which are contained in this formal testimony:

1. The State Board of Public Instruction, of which I am executive officer, also functions as the State Board for Vocational Education. It is composed of nine laymen who are appointed to six-year terms by the Governor and confirmed by a two-thirds vote of the Senate.

2. Vocational education is viewed as consisting of all activities and experiences through which one prepares herself/himself with marketable skills for a work role.

3. Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence.

4. A merged area is an area where two or more county school systems or parts thereof merge resources to establish and operate a vocational school or a community college as set forth by Chapter 280A of the Code of Iowa. (See Figure 1 in the Appendix.)

5. Vocational school means a publicly supported school which offers vocational or technical education, training, or retraining.

6. Community college means a publicly supported school which offers two years of liberal arts, preprofessional, or other instruction partially fulfilling the requirements for a baccalaureate degree, but which does not confer any baccalaureate degree and which offers in whole or in part the curriculum of a vocational school.

7. Junior college was the term used prior to 1965 to designate the two-year college parallel programs operated by the local public school districts. This term is no longer used in Iowa, because these programs were absorbed by the merged area schools and formed the basis for the college parallel offerings of the community colleges.

8. The school budget review committee, consisting of the Superintendent of Public Instruction, the State Comptroller, and three members appointed by the Governor to represent the public, holds hearings and reviews the budgets of local school districts each year.

9. Career option college parallel programs are those which initially may serve a terminal purpose of employment but later offer application toward a bacclaureate degree as the person advances in a career such as law enforcement, library science, or community service.

10. An area education agency is an intermediate level organization for educational services to local school districts, with boundaries conterminous with those of the existing fifteen merged area school corporations, to provide an effective, efficient, and economical means of identifying and serving children from under five years of age through grade twelve who require special education and to provide special education support services, media services, and other educational services and programs to local school districts.

II. BACKGROUND

Each state has its individual education structure which affects the way in which that state relates to federal vocational education legislation.

Iowa differs from many other states in that we have only two boards administering all public education programs in the state. The Iowa State Board of Public Instruction administers all public education programs, services, and activities in elementary, secondary, and the area vocational schools and area community colleges, while the Iowa Board of Regents is responsible for all programs, services, and activities conducted in the three state-supported undergraduate and graduate universities.

Prior to 1963, vocational education offerings at both the secondary and postsecondary levels were quite limited in volume, location, and variety. At the secondary level, in most areas of the state, vocational offerings were limited to agriculture and home economics. Iowa's junior colleges offered a very limited number of occupational programs, while Iowa State University offered a few two-year technical courses.

The Vocational Education Act of 1963 served as a catalyst in planning for improving the delivery system for occupational programs in Iowa. From the beginning Iowa planners focused on meeting the needs of people, rather than becoming over-involved with facilities and equipment. This goal of bringing vocational education opportunities as directly to the students as possible found its first fruits in the far-reaching legislative actions which began in 1965. The following table indicates the type and number of postsecondary enrollments in the public junior colleges in Iowa during the 1965 school year:

TABLE I.—ENROLLMENT OF IOWA PUBLIC JUNIOR COLLEGES, 1965 FALL TERM

Vocational Programs:	
Full time	825
Part time	14
College Parallel:	
Full time	7,444
Part time	827
Totals:	
Full time	8,269
Part time	841
All students	9,110

The sixteen public junior colleges operating in 1965 were located for the most part in small communities which naturally curtailed the tax base for the support of the colleges and the bonding capacity which was essential for the construction of adequate physical facilities. According to the 1960 census, not one of the sixteen was located in any of the seven most populous counties in the state.

A parallel movement to the public junior colleges designed to provide occupational education was initiated in the 1960's as a result of Title VIII of the National Defense Education Act (NDEA) approved by Congress in 1958. Federal funds, as a result of this Act, were made available to states on a matching basis for the development of area vocational programs. The State Board of Public Instruction implemented this legislation by modifying the state plan for vocational education to make local school districts as well as Iowa State University eligible to operate as "area" schools. Legislation increasing the availability of occupational programs in area vocational-technical schools was enacted by the 59th General Assembly in 1961. This legislation included Senate File 534 which me a specific allocation of funds to develop area vocational programs under Title VIII of NDEA, and Senate File 470 which created designation of several public senior high schools as "area vocational-technical high schools" and allowed students from neighboring school districts to attend those schools or programs by paying tuition.

A total of fifteen high schools were eventually designated as "area vocational-technical high schools" or programs by the State Board of Public Instruction, and these schools were also designated as "area" schools for purposes of Title VIII of the National Defense Education Act. The total number of full-time day students enrolled in postsecondary vocational education programs for the 1965–66 school year was only 1,815, and the majority of these students attended the area vocational-technical high schools or programs. It was quite obvious that this approach would not meet the vocational needs of Iowas citizens.

Therefore, the 61st General Assembly in 1965 approved legislation (Senate File 550, Acts of the Iowa 61st General Assembly which became Chapter 280A, Code of Iowa) permitting the development of a statewide system of postsecondary educational institutions operated under the direction of the State Board of Public Instruction. These institutions were officially designated as merged area schools and were to be organized by merged areas which included two or more counties. The boards of education of county school systems were authorized to plan for the merger of county school systems or parts thereof to develop a merged area provided that no local school district be part of more than one merged area. Each merged area was required to have a minimum of at least [illegible],000 public and private pupils in grade 9 through 12.

The merged areas were authorized to develop area schools as either area community colleges or area vocational schools. The legislation establishing the area schools limited the number of merged areas to not more than twenty. This number was amended by Senate File 616 in 1967 to permit the development of no more than seventeen area schools. In actuality though, only fifteen merged area school districts have been formed, and the entire state is included in those fifteen.

The fiscal support for area schools is provided through a combination of federal, state, and local funds and student tuitions. These funds include a local three-quarter mill levy on property within the merged area for operational purposes and an additional three-quarter mill levy for the purchase of sites and construction of buildings. The levy for sites and construction must be approved by a majority of those voting in the merged area and approved for a period not to exceed five years. In the beginning, general state aid was distributed to area schools on the basis of $2.25 per day for the average daily enrollment of full-time students and the full-time equivalent of part-time students who were residents of Iowa. This formula was changed in 1969 by the 63rd General Assembly (House File 825, Acts of the 63rd General Assembly) to provide for the payment of general state aid equal to the full-time equivalent enrollment of Iowa residents x 80 days x $2.25. This new formula provided for the computation of full-time enrollment on the basis of actual contact hours of instruction. For the past several years, though, the state general aid has been a line item amount to each of the merged area schools based on a formula developed jointly by the Department and the schools.

The individual area school has the authority to establish tuition. However, tuition for residents of Iowa is not to exceed the lowest tuition rate per semester, or the equivalent, charged at the three state universities. Tuition for non-residents of Iowa must be not less than one hundred fifty percent and not more than two hundred percent of the tuition established for residents of Iowa.

Admission to the area schools has not been restricted in the legislation, and as a result admission is open to all Iowans of post-high school age as well as high school students who qualify for one of the special programs offered in some area schools. All area schools subsequently developed as co-educational institutions that have an "open-door" policy of admissions. Some individual programs within area schools have certain prerequisites, but these are generally only those minimal requirements necessitated by the nature and level of the program.

The legislation authorizing the development of area schools was rather enthusiastically accepted by Iowans. The first plan for the organization of a merged area was received by the State Department of Public Instruction on July 5, 1965 one day after the effective date of the legislation. Plans from other areas followed in quick succession and fourteen merged areas were approved and organized in 1966 and a fifteenth in January of 1967. Fourteen of these fifteen merged areas offered some educational programs during the 1966–67 school year, and the fifteenth began offering programs during the 1967–68 school year.

The State Board of Public Instruction has established and adhered to a policy which negates the proliferation of educational facilities supported with federal funds. Except for special priority efforts when State monies have been used, local funds have been the primary support for vocational facilities construction. Local school and area school boards and administrators have supported the adaptation of facilities such as old school buildings, industrial processing and warehousing structures, and storefront buildings for educational purposes. This practice was followed quite extensively during the development of the area schools with their multiple campuses. This practice is most likely to continue as these institutions serve individuals interested in further education, particularly in the case of adult education programs, services, and activities.

Current Status of the Area School System in Iowa

There are currently fifteen area schools operating in Iowa which include all counties in the state. Thirteen of the area schools have been organized as area community colleges, and two have been organized as area vocational schools. (See Figure 1 attached to this testimony which is a map showing the boundaries of the merged area school districts and the location of the various campurses.) As may be seen from that map, the fifteen area schools operate twenty-six campuses.

In addition to the twenty-six major campuses recognized by the Department of Public Instruction, area schools operate courses and programs at many sites throughout the merged areas. Some of these sites include significant enrollments and programming such as the urban campuses of Merged Areas X and XI in the inner cities of Cedar Rapids and Des Moines, respectively.

The area schools have devesoped as comprehensive institutions designed to fulfill the following objectives as indicated by the Iowa Legislature in 1967: (1) The first two years of college work including pre-professional education. (This does not apply to those merged areas that organized as area vocational schools.); (2) Vocational and technical training; (3) Programs for inservice training and retraining of workers; (4) Programs for high school completion for students of post-high school age; (5) Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local school, public or private; (6) Student personnel services; (7) Community services; (8) Vocational education for persons who have academic, socio-economic, or other handicaps which prevent their succeeding in regular vocational education programs; (9) Training, retraining, and all necessary preparation for productive employment of all citizens; (10) Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

Currently the area schools offer a wide range of programs including the following: (1) Part-time adult education for all Iowans of post-high school age; (2) A broad range of vocational education programs which provide initial preparation for employment and include study in full-time programs of from one quarter to two years or more in length. These programs include preparation for a variety of jobs from those that require mastery of relatively complicated manipulative skills to those technical programs that require extensive preparation in mathematics and science before entry into the program.

(3) College parallel programs which include full-time programs comparable to the first two years of a baccalaureate degree program which may be transferred to a four-year institution and specialized programs of study that initially may serve a terminal purpose of employment, but later offer an opportunity for application toward a baccalaureate degree as the person advances professionally in his career. Examples of the latter type of program are community services aide, law enforcement, library science, mental health worker, and community corrections associate.

(4) The agricultural production program for veterans who are employed in agricultural occupations. This program is offered at sites throughout the state that are conveniently located to make them easily accessible to veterans; (5) Community services structured to meet the needs of the individual merged areas; (6) Special programs for students who also are attending local high schools in the merged areas while attending the area school. These programs include career awareness and exploration programs, preparatory career education programs and courses that supplement the curricular offerings of local high schools; (7) Remedial programs for students with special needs who require assistance in the development of basic skills before entrance into other programs.

(8) Programs for handicapped students which include such opportunities as special courses, evaluation centers, and sheltered workshops; (9) Special educational programs designed to assist Iowans who are currently institutionalized. These programs include opportunities for residents of the Men's Reformatory at Anamosa, the State Penitentiary at Fort Madison, and the Women's Reformatory at Rockwell City; (10) The course for drinking drivers authorized by the provisions of Chapter 321B, Code of Iowa; (11) An opportunity for the development of NEBIT (New and Expanding Business and Industry Training) programs as required within the merged area. These programs are offered in conjunction with local business and industrial organizations to prepare individuals for new employment opportunities as they arise. This program is designed to facilitate the expansion of existing Iowa corporations and assist in the attraction of new corporations of Iowa.

Rapid Growth in Postsecondary Programs and Enrollments

The statewide system of area schools has demonstrated significant growth since its inception during the 1966–67 school year. Fourteen of the present fifteen area schools offered one or more educational programs during that year. In some cases, the area schools assumed operating control of local public community and junior colleges during the first year and as a result had a substantially larger enrollment for the first year of operation than would otherwise have been expected.

The full-time equivalent enrollments (FTEE) indicated below in Table II illustrate the enrollment growth of the area schools in their first eight years of operation.

TABLE II.—FULL-TIME EQUIVALENT ENROLLMENTS (FTEE)- ALL STUDENTS

	Adult education	College parallel	Career programs	Total
School year:				
1966–67	907.81	7,737.31	2,489.11	11,134.23
1967–68	2,894.50	9,571.55	5,478.20	17,944.25
1968–69	3,803.02	9,785.37	7,855.44	21,443.83
1969–70	5,887.70	10,070.76	8,209.41	24,167.87
1970–71	7,376.25	10,819.64	9,989.80	28,185.69
1971–72	7,095.65	10,146.18	15,311.69	32,553.52
1972–73	8,249.51	9,471.13	16,524.59	34,245.23
1973–74	8,843.87	9,255.09	17,719.36	35,818.32

VOCATIONAL EDUCATION IN IOWA'S SECONDARY SCHOOLS

As mentioned earlier in this testimony, due to the rural nature of the state and the many small school districts, the bulk of vocational programming at the secondary level had been concentrated in vocational agriculture and home economic programs. It wasn't until the late 1950's and the early 1960's that much expansion was seen in traditional vocational skills training program, such as auto mechanics, machine shop, metal shop, office practices, and various trades and industry training programs. These programs were located mainly in Iowa's larger cities.

The information contained on page 3 of this testimony outlining the designation of fifteen high schools as "area vocational-technical high schools" illustrates later developments of much of these efforts, and it will not be repeated here. Suffice it to say that vocational education in Iowa's secondary schools was either concentrated in vocational agriculture and home economics (the latter almost exclusive of the domain of the small school) or in large city skills development programs.

In response to that situation, a number of things have occurred that have affected the development of vocational education programming in Iowa's secondary schools.

In 1965, the legislation under which Iowa's merged area school program was developed mandated that these new agencies would be concerned with "Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local school, public or private." This mandate has been discussed previously in this testimony, but it is repeated here to better establish a sequence of events concerning the secondary programs. It has only been in the last several years that this portion of the merged area school programming has begun to take shape.

In 1970, the State Board of Public Instruction adopted eleven "Imperatives" as goals for Iowa's schools. One of those eleven "Imperatives" was ". . . . to initiate and maintain strong programs of education for people desiring to develop their skills in vocational pursuits and technical training." The adoption of this goal has resulted in a number of new strategies to greatly increase vocational offerings at the secondary level and to involve many more secondary students in these programs.

One example of this new commitment by the State Board and the Department is what is known as the "80–60–40 plan" for reimbursement of new secondary vocational programs. To encourage the implementation of new programs at the secondary level, the State Board adopted a policy of reimbursement of salary and travel at 80% in first year, 60% the second year, 40% the third year, and regular pro-rata reimbursement thereafter. The following table indicates what has happened in Iowa since that policy decision was made.

TABLE III.—INCREASES IN SECONDARY VOCATIONAL PROGRAMS DUE TO NEW REIMBURSEMENT FORMULA

	Number of secondary districts	Number of program offerings	Reimbursement received by secondary districts		
			Total	State	Federal
Fiscal year:					
1973–74	106	217	$541, 970	$314, 062	$227, 908
1974–75	173	408	882, 395	568, 457	313, 944

In Fiscal Year 1975, then, a total of three hundred and sixty-five of Iowa's 450 secondary districts offered state board approved, reimbursed programs compared to only 305 in 1970. Through these efforts an additional 7,870 secondary students are now being served.

A more recent thrust that affects secondary vocational programming concerns the action of the Sixty-fifth General Assembly in 1973. At that time, Sections 257.25 and 280, Code 1973, were amended to incorporate a new section pertaining to career education and a revision of the practical arts emphasis relative to the minimum educational program for grades nine through twelve.

The revised Code states that "five units of occupational education subjects, which may include but shall not be limited to programs, services, and activities which prepare students for employment in office and clerical, trade and industrial, consumer and homemaking, agriculture, distributive, and health occupations" shall be the minimum educational program for grades nine through twelve. To what extent, this statutory charge will have on vocational education programming, per se, is yet uncertain, but it does indicate a legislative commitment.

Iowa's efforts in career education are closely related to the secondary vocational programming. For the last five years, the Department has been engaged in an effort to integrate career education into the total curriculum of the schools throughout the State of Iowa. The Department's concept of career education and support for its integration into the total curriculum is based on the following philosophy:

1. Education should provide every individual access to optimum personal development which will enable responsible and productive contributions to a democratic society.

2. Education encompasses the development of basic skills, knowledge, competencies, appreciations, attitudes, and values. Education begins with preschool experiences and is a lifelong process.

3. To be effective and relevant, education must involve the cooperative efforts of school, home and community. Education must prepare individuals to adjust to the needs of a changing society and to find self satisfaction in personal and societal accomplishments.

In the State concept, career education embraces the spectrum of awareness, accommodation, exploration, preparation, and upgrading/retraining activities and experience. State staff has been involved in a coordinated effort to implement programs, services, and activities in the local and area schools of Iowa.

The impetus of this statewide effort, which has gained wide acceptance, provides support to vocational education in Iowa. The career education effort has stimulated action relevant to improved articulation throughout the total school curriculum. It has increased the involvement of parents and the business community in the educational process. Because of the experiences and knowledge attained, individuals are better equipped to make personal decisions relevant to preparing themselves for work and for personal fulfillment in the pursuit of a career.

Another concern of secondary vocational programming has been the problem of reaching students in small high schools. Since Iowa is an agricultural state and is less densely populated than many other states, special provision has had to be made to insure that students from small, rural districts have the opportunity to participate in vocational education programs, services, and activities. This objective is being accomplished through the "joint-effort" programs which create an alliance between each merged area school and a consortium of secondary districts in order to establish centrally located attendance centers, arrange for transportation and scheduling, and provide instruction in such specific exploratory and preparatory programs as have been decided upon by the districts involved. In this manner, limited resources are shared and the opportunities for students from small schools are greatly enhanced through this group effort.

As an illustration, in Merged Area V three attendance centers have been established in the outlying areas of Humboldt, Pocahontas, and Storm Lake. Humboldt provides services for ten small feeder districts; Pocahontas, five; and Storm Lake, twelve. Programs provided include both exploratory and preparatory offerings. Without the joint-effort activity, *most* of these students would not have had the opportunity to receive this valuable instruction.

The development of effective, relevant joint-effort programs is dependent upon cooperative planning. To facilitate such planning, vocational education research funds were used to provide small grants to those merged areas who desired to undertake cooperative assessment-planning studies. Each such area submitted a proposal which described their planning structure (a steering committee composed of representatives from local districts, the area school, other government agencies, business and industry, and the lay public), their objectives, anticipated procedures, a timetable, and a budget (including the local in-kind contribution). Several of the studies are now complete while others are in various stages of progress. The fifteen merged areas of the state have been involved in this group planning effort with fourteen using research funds as a stimulus. These studies sought to identify the educational needs of individuals and of employers, to identify and describe available resources, to identify constraints, and then to blend needs and resources in developing suggested alternatives for a service delivery system best suited to the geographical/educational situation of that particular area.

In summary, then, the efforts described above have resulted in the following enrollment patterns at the secondary level:

TABLE IV.—DISTRIBUTION OF SECONDARY ENROLLMENTS BY PROGRAM AREA

Program	1969–70	1973–74
Agriculture	11,348	16,899
Distributive education	1,368	1,804
Home economics	26,308	42,299
Office occupations	755	1,330
Trade and industrial	3,333	3,176
Total	43,112	65,508

For a more detailed and diversified analysis of the various enrollment statistics, please see Figures 2, 3, 4, 5, 6, and 7 in the appendix.

SERVICES FOR IOWA'S ADULT

During the past ten years, since the passage of the original area school legislation, adult education has exhibited dramatic growth and expansion in Iowa, as indicated by the following comparison:

TABLE V.—ENROLLMENT IN ADULT EDUCATION PROGRAMS

Program	1965	1974
Agriculture	15,215	21,047
Distributive education	1,917	3,306
Health	702	25,274
Home economics	6,302	28,697
Office		16,312
Trade and industrial	16,730	26,719
Total	40,866	121,355

To expedite this growth, the boards of directors at the area schools have adopted a policy to permit the area schools to contract with the local high school districts in the cooperative offering of adult education programs. This type of agreement permits a wide variety of adult education courses to be offered in each community school district throughout the state. It also provides an opportunity to utilize expensive school facilities during the late afternoon and evening hours. Normally, the area schools are responsible for the financing, promotion and administration of the adult program.

Opportunities are available for adults to enroll in vocational supplementary education programs designed to upgrade or retrain persons currently employed. Programs generally are conducted as courses, seminars, workshops or conferences and are normally less than 120 contact hours in length. The length of the courses and curriculum is based on the needs of the participants and employers.

Many of the programs are offered in cooperation with agencies and organizations, e.g., Banking Courses, in cooperation with the American Institute of Banking and the Iowa Bankers Association; Firemen Courses, in cooperation with Iowa State University; Occupational Safety and Health Act (SHA), in cooperation with the Iowa Bureau of Labor and the U.S. Department of Labor; Iowa Local Government Inservice, in cooperation with the Institute of Public Affairs, University of Iowa; Emergency Medical Technician Ambulance, in cooperation with the Department of Health; Construction Supervisory Training, in cooperation with Master Builders of Iowa; and Basic Life Support, in cooperation with the Iowa Heart Association.

Tuition charged for the vocational supplementary courses vary between the fifteen area community colleges and ranges from a low $.30 per contact hour up to $1.00 per contact hour. Courses also may vary in cost within a school depending upon the specific course. For instance, a thirty hour welding course may cost the student $48.00 and an accounting course only $9.00. The tuition difference is due to the cost of welding electrodes and scrap material used for practice, while the accounting course may have only a workbook and a few miscellaneous supplies to purchase.

Area school staff members assigned to work with the Adult and Continuing Education Unit of the school include an adult director, who is directly responsible for conducting the adult and continuing education program of the school; one or more coordinators, who have direct responsibility for conducting courses in a specific area and for supervision of instructors in the specific course areas; and clerical and secretarial staff, who are responsible for all office correspondence, reports and general office duties.

Coordinators work with employers to determine the type and extent of the education requirements for their firm. The coordinators then develop, with the employer, a curriculum to meet these needs, select an instructor, provide classroom and/or laboratory facilities and provide the required audio-visual equipment, material, and supplies.

Many times area schools are asked by industry or other agencies to assist them in training new employees to fill a specific job vacancy which may be created by advancement of other employees or to an expansion of the firm. Currently, a program of this type is being conducted to provide 150 unemployed Iowans with jobs. The Iowa Employment Security Commission (IESC) refers the unemployed individuals, and the Comprehensive Employment Training Act (CETA) provides funds to assist in the training two hours per day, five days per week for a period of seventeen weeks.

The delivery system provided by the fifteen area schools enhances the opportunity for the continuing education of the adult. When the schools were developed, it was the expectation that no indivudal would have to travel more than fifty miles to a campus center. However, with the adult education delivery system, most adults attending classes on a part-time basis have an opportunity to attend classes much closer to home, usually within their own community.

Vocational Programming for Special Needs Populations in Iowa

The Iowa Department of Public Instruction has established a Special Needs Section to promote vocational programs and support services for disadvantaged and handicapped youth.

The Special Needs Section uses vocational education funds as authorized by the Vocational Education Amendments of 1968, 1970, 1972, and 1974 for the development of career education programs and supportive services for disadvantaged and handicapped youth at the secondary and postsecondary levels.

Special needs programs, services, and activities include: (1) Exploratory programs in junior high schools where students receive instruction and participate in experiences which familiarizes them with a broad range of occupations; (2) Work experience programs in high schools and community colleges; (3) Supplemental manpower provisions for vocational programs in high schools and community colleges; (4) Drop-in centers and outreach services for school dropouts and alienated populations; (5) Learning center activities that provide support instruction in vocational areas for lower ability students; (6) Jointly sponsored programs between local school districts, the merged area schools, and industry in establishing career awareness, exploration, and preparation experiences for students enrolled in secondary programs.

Work experiences, support services and preparatory programs largely characterize the type of activities provided for students on the secondary level. During fiscal years 1972–1974, 169 separate projects were funded. One hundred fifteen (68%) of these activities were work experience and career exploration Twenty-five (15%) were classified as supportive service activities, and twenty-nine (17%) were designated as preparatory.

Since the majority of secondary schools lack diversity in their vocational preparatory programs, work experience opportunities utilizing community resources widen the school's ability to provide programs adapted to individual interests and abilities. In some schools, the only vocational training available to students is the work experience program. In the majority of schools, the work experience program supplements other cooperative programs that do not serve handicapped and/or disadvantaged youth. These programs serve as an exploration for students not ready for vocational training and they also serve as a preparation for those students ready for direct employment.

Supportive services and vocational preparatory and exploratory programs for the disadvantaged and/or handicapped are also provided on the postsecondary level. Throughout fiscal years 1972–1974, one hundred eighty-three (183) separate special needs activities were funded. Ninety-nine (54%) of these activities were classified as supportive servvices, sixty-five (36%) were classified as preparatory programs, and nineteen (10%) were classified as exploratory programs.

Supportive services in area schools have received greater emphasis than exploratory and preparatory programs. Several reasons account fo this trend. First, more personnel at the postsecondary level are being made aware that special needs students can succeed in ongoing programs if they are provided additional assistance. Second, area schools already have preparatory programs established with respect to facilities, equipment and personnel. Consequently, disadvantaged and handicapped persons can largely be served by increasing personnel to provide extra assistance and/or modifying programs through the use of special materials and techniques and third, exploratory experiences are largely expected to be provided through secondary programs. Consequently, vocational preparation can be emphasized on the postsecondary level with support services being used to adapt to the needs of individuals.

The independent learning center is a major vehicle for the delivery of supportive services on the postsecondary level. Presently, fourteen of Iowa's area schools operate learning centers. Basic reading, mathematics, language and communication deficiencies of students pursuing vocational training led to the development of the learning center. Personal adjustment problems, financial needs and vocational assessment needs of students have expanded the breadth of services of some independent learning centers.

During fiscal years 1972–1974, all of Iowa's area schools developed a position referred to as "Special Needs Coordinator". The major purpose for initiating this position originated in the belief that if a staff person was available 100% of the time for overseeing curriculum offerings, more development and activity would occur on behalf of the disadvantaged and handicapped populations. Throughout fiscal years 1972–1974, supportive service offerings increased from twenty-seven to thirty-eight, and preparatory offerings increased from fifteen to twenty-six. Special needs coordinators contributed substantially to this development. In addition, they have spurred the development of comprehensive service programs which are now being planned and initiated in several of Iowa's area schools. Special needs coordinators are combining the support of many agencies in planning, financing and initiating comprehensive service programs. Consequently, area school personnel are working collectively with other agencies and institutions to promote the full development of each student. Further encouragement in this direction should result in a very broad linkage of funds, manpower, materials and knowledge that will lead to a better quality of service.

Depending upon the circumstances, federal guidelines make provisions for 100% funding of vocational programs and services for the disadvantaged and handicapped. However, it is recognized that 100% funding of programs and services does not allow local communities to become committed to projects nor does it allow wide-spread development since funds are limited. Consequently, throughout fiscal years 1972–1974 dollars were allotted to local educational agencies on a matching basis only. Therefore, $5,790,960 federal dollars generated over $11,581,920 dollars in actual program development and maintenance. Moreover, fifty-three different school districts and fifteen community colleges were able to participate in developing programs and support services.

Of 167 programs started by using dollars administered by the Special Needs Section, 128 have continued either under the same funding structure and/or funds supplied from other sources. Thirty-one were successfully completed as short-term projects. Therefore, only eight programs failed to continue. Thirty-three projects have continued under different sources of funds other than Special Needs vocational monies.

We support the need for 25% monies being designated for special needs, but we believe that a more flexible way would be to allow the individual state to determine the prorated break of these 27% funds.

Leadership and Coordination of Efforts

A number of related activities are germane to Iowa's vocational educational programming. Among these are use of advisory committees; data gathering, analyzation and utilization, specialised services (bilingual instruction, veterans' farm programs and vocational rehabilitation services); and guidance and counseling services. At all planning levels, the content and relevancy of vocational education programs are improved through the valuable input from advisory committee members. A requirement for approval of proposals for new programs is the organization and utilization of an advisory committee in the development of the program and provision for use of the advisory committee later in evaluation of the program. Committee members are chosen because of their practical/technical knowledge of the occupational field which they represent.

Local and statewide vocational education planning is dependent upon timely accurate data. Continuous efforts are made to refine and improve the process for collecting, analyzing, and disseminating such planning-related data in Iowa.

An important data-collection effort in Iowa is the Career Education Needs Information System (CENIS). This system involves surveys which yield data on a merged area and statewide basis on labor demand, labor supply, student interests, and student outcomes (three-year follow-up). Over three hundred different occupations are surveyed, arranged according to vocational program classification, and interfaced to provide a "Career Education Planning Profile" for each merged area. CENIS data then enriched with other pertinent information and pre-tested formulae and criteria are applied to prioritize the various programs.

The lists of "Priority Training Areas" and "Priority Program Areas" are distributed to vocational education decision-makers to assist them in their planning efforts. Information fom the Iowa Employment Security Commission, the Department of Social Services, and other agencies is reviewed and correlated with the information resulting from our own data collection efforts.

The work of advisory committees and accurate and up-to-date data are key factors in providing programming to meet changing needs. In Iowa, this is best exemplified by the changing occupational trends in the field of health occupations. In Fiscal Year 1970, only eight different programs were offered, while in Fiscal Year 1975, eighteen different health fields were covered with full-time programs and numerous short-term health-related courses were offered through adult education supplementary programs. In Fiscal Year 1970, enrollments in health occupations at the postsecondary level totaled 2,535 (23% of all postsecondary enrollments), while in Fiscal Year 1975, 4,565 (28% of tota enrollments) students were enrolled in this rapidly growing occupational area.

In addition, new programs planned and offered in the emerging areas of environmental, technology, agri-business, and natural resources. Continuous evaluation and subsequent curriculum changes assist in keeping the programs current and relevant to the changing needs of Iowa's dynamic society.

Specialized services to target groups such as the disadvantaged, handicapped, unemployed, low-income, and minority groups, have been an integral part of Iowa's vocational programming. To illustrate, in the Muscatine area, many agencies are involved in a mutual effort to assist in the "settling out" of former migrant workers. Vocational skill training is provided and a bilingual interpreter has been employed to assist in developing communication skills. Also, linkages between various programs have enhanced the vocational and rehabilitative training of the inmates of Iowa's correctional institutions.

Another example is a self-help program at Muscatine Community College which is designed to help mothers who are receiving aid to dependent children support to improve themselves. Much of the success of this program is due to interagency linkages by combining resources. Funding is from state and federal career education funds (1/3 Part F consumer education); Social Services; federal adult basic educatinn funds; Iowa East Central T.R.A.I.N. (Community Action agency—Teach, Rehabilitate, Aid Iowa Neglected); Muscatine Community College; State Services for Crippled Children; and university extension services.

The Veterans' farm program is another example of "special services." An agriculture production program for veterans has been developed by the Veterans Education Unit of the Department of Public Instruction, the Veterans Administration, and program planners from the area schools. This program meets for a three-year total of 132 weeks of instruction. Special inservice training for instructors is being provided by Iowa State University. Instruction is tailored to meet the specific needs of veterans in each geographic area. Currently, Iowa has 102 centers in operation in the fifteen merged areas with a total veteran enrollment of between 2,500 and 3,000.

Finally, vocational rehabilitation counselors are stationed in each of the 15 area schools to provide the specialized services needed by students with special problems. Career orientation centers are also available in the area schools to provide students with assessment services so that they can become aware of their capabilities and choose realistic, pertinent training areas.

Guidance and counseling services have always played an important role in Iowa's vocational education programming. To assist sturents in exploring occupational areas which are relevant to their aptitudes and interests, the Career Information System of Iowa (CISI) has been developed. CISI is an outcome of two exemplary projects, Computerized Vocational Information System (CVIS) and IOWA script. It provides the options of a computerized or a needle sort delivery system, or both for current, localized information about occupations and avenues for preparation for employment. Materials have been developed to assist the student in coordinating personal aptitudes and interests with the selection of occupations.

Related to career choices by students is their proper placement following training. Vocational education's ultimate accountability is for the success or failure of its product, the former student, as a competitor in the market place. Today, vocational education institutions are realizing and accepting their responsibility to provide an efficient placement service and to follow-up former students in order to evaluate and improve the training programs. Organized systemic placement services are provired in each area school in Iowa and in many of the secondary schools. Also, the schools cooperate closely with the placement efforts of the Iowa Employment Security Commission.

Finally, three different statewide follow-up surveys are conducted, supplemented by many locally conducted follow-up studies. The Annual Vocational Student Follow-Up, coordinated by the Guidance Services Section, Department of Public Instruction, collects data from secondary and postsecondary students who were enrolled in vocational programs during the previous fiscal year. Approved Veteran Education programs are now mandated to verify that at least fifty percent of the students completing programs (other than those leading to an associate degree) during a designated two-year period have been employed in the occupation for which they were trained. The time period and other requirements for the Veteran's Follow-up do not coincide with the U.S.O.E. requirements for the Annual Followup. As part of the CENIS data-collection effort, we have developed and operated a Three-Year Follow-Up, which combines statistical and attitudinal information and provides a longer time period for the former student to have located a permanent job and begin to become established in his/her career.

It has been difficult to include all activities and programming thrusts in this brief "Background" of Iowa's program of vocational education. An attempt has been made, however, to briefly present regular vocational program efforts at both the postsecondary and secondary levels, adult education efforts, special needs programming, and specialized services.

III. CONCERNS

In the remainder of this testimony, I want to pinpoint several important issues and concerns as it is related to pending congressional consideration of future vocational education legislation. Specifically, I am concerned about the following: (1) Single governing boards for vocational education; (2) State advisory council; (3) De-categorization of special needs funds; (4) The "seed" money concept.

Single board concept

Our state supports the single board concept. The State Board of Public Instruction, as indicated in the preceding paragraphs, is responsible for all vocational education at the secondary and postsecondary levels. Our local community school districts as well as the postsecondary (two year or less) area vocational schools and community colleges are provided the direction and leadership of our department, and all vocational education programs, services, and activities are approved by our State Board. We believe that this method as practiced in our state lends itself to better articulation, coordination, and thereby assists in the elimination of duplication, fragmentation, and empire-building by the deliverers of vocational education efforts in our State. When there is need for higher education involvement, we in Iowa contract for these services with the public and private four-year colleges and universities.

State advisory councils

We feel there is a continuing need for the State Advisory Council. One of our present State Board members is a past member of the State Advisory Council, and I had the privilege of serving on the Council in the past as a local secondary school representative. This type of representation has greatly assisted our State Board in forther developing policy pertaining to vocational education. We believe that over the past years efforts and understandings have been established between our State Board and the State Advisory Council to a point where communication, articulation, and general team effort is evident in a very positive manner. The annual report, the public hearings, and the recommendations developed by the State Advisory Council have become more positive, and a closer relationship between our Department and the State Advisory Council is definitely evident.

De-categorization for special needs funds

We in Iowa support congressional leadership as indicated by the Vocational Education Act amendments of 1972 in which the first effort to de-categorize vocational education took place, and would recommend that the categorization of special needs funds be reviewed. We find in Iowa that the arbitrary percentage of 10% Handicapped and 15% Disadvantaged does not fit our state needs, and I am sure other states have this same problem. We support the need for 25% monies being designated for special needs, but we believe that a more flexible way would be to allow the individual state to determine the prorated distribution of these funds. Our past experience indicates there are times when there is greater need established by one portion of special needs, yet the categorized percentage does not allow our state to supply funds to meet those needs.

The "seed" money concept

The financing of public elementary and secondary education in Iowa is based almost exclusively on a formula approach. A school district's operating budget is determined by a formula contained in state law, and no discretion is given to local boards of education to vary from that formula. Only the School Budget Review Committee or a vote of the people to impose an income surtax can authorize a school district to exceeed the "formula" budget. This has created a situation whereby local districts have found it very difficult to respond in a reasonable manner to inflation, changing enrollment patterns (particularly declining enrollments), employee bargaining, and program improvement and/or growth.

Application of this formula reversed almost total autonomy for local school districts in financial matters to complete budgetary limit control by the state via the foundation aid formula.

A school district's enrollment takes an added significance under Iowa's school foundation plan, since it determines a district's budget. Declining enrollments, so prevalent currently, have created financial problems for many school districts.

It is difficult to completely pinpoint the implications of Iowa's system of financing education to federal funding of vocational education. This difficulty is brought about by the multitude of categorical aids being currently provided by the federal government and the various methods of administering the same.

In general, the propensity of the federal government to identify a new thrust in education, provide "seed" money to launch that thrust, and expect local school districts to continue funding those programs when federal monies are withdrawn presents a problem. Granted, this is a generalization, but a number of examples can be cited to document the point.

The most current example is the discussion now going on in Congress concerning new directions in vocational education funding at the federal level. There seems to be some concern that a large percentage of federal vocational funds is being used to "maintain" ongoing programs. A number of congressmen and senators seem to be stressing the "seed" money concept. Such a policy decision at the federal level would create difficulty for Iowa school districts which must operate under controlled budgeting procedures. Many Iowa school districts are seriously considering not accepting dollars (federal or state) that may be withdrawn in the future, because of the difficulty of finding replacement dollars within their controlled budgets.

The critical issue of school finance in Iowa is that school districts must operate within formula-determined budgets. If the federal government wishes to become a partner in providing educational services to students in the various states, it must be willing to become a full partner, not one that is "in and out." There are a number of programs where the "seed" money concept is not practical, and vocational education programs and programs for the disadvantaged and handicapped are two such examples.

IV. CONCLUDING COMMENT

Mr. Chairman, we have endeavored to give the Committee a perspective of vocation education as it exists in Iowa today. We thank you for the opportunity of sharing these thoughts with you.

APPENDIX

Figure 1: Map of Merged Area Schools.

Figure 2: Total Population Served by Instructional Levels.

Figure 3: Total Population Served During School Years 1967-74 in Preparatory and Supplementary Career Education Programs by Instructional Level.

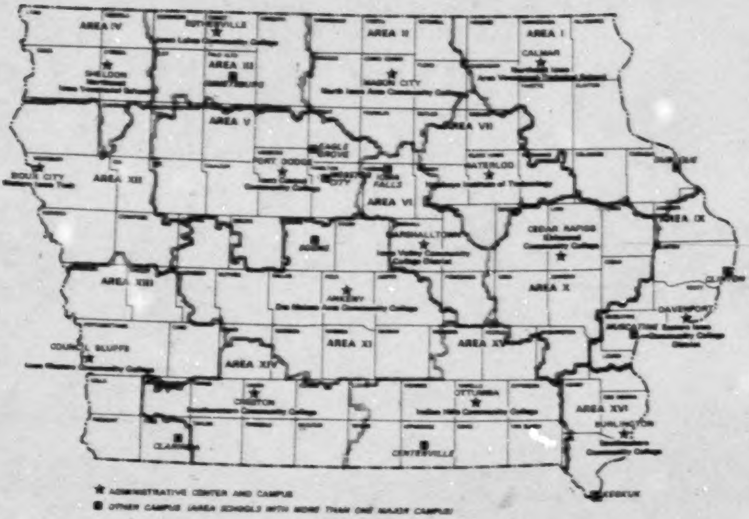
Figure 4: 303 Public School Districts Offering Preparatory Career Education Programs in 1968-69.

Figure 5: Secondary Enrollments in Career Education, Preparatory Programs.

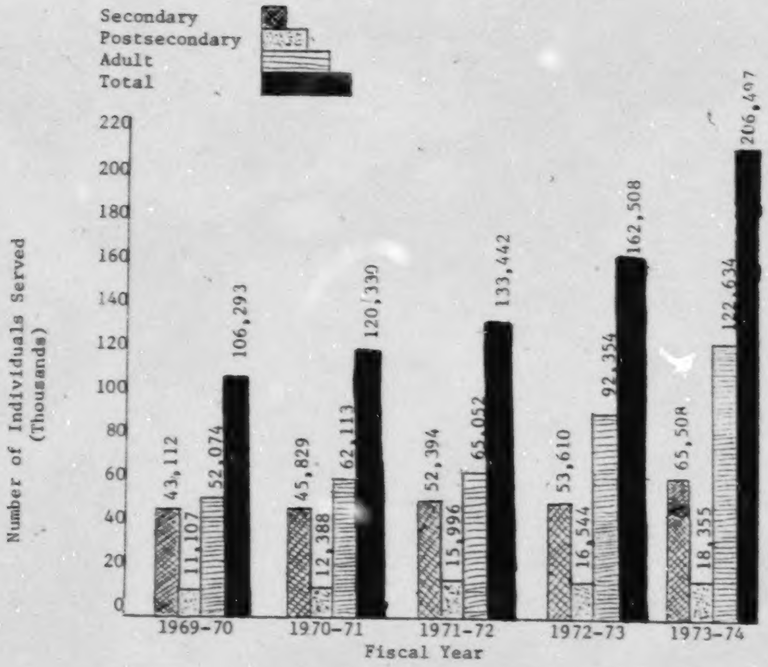
Figure 6: Enrollments in Career Education, Postsecondary Level, School Years 1969-70 Through 1973-74.

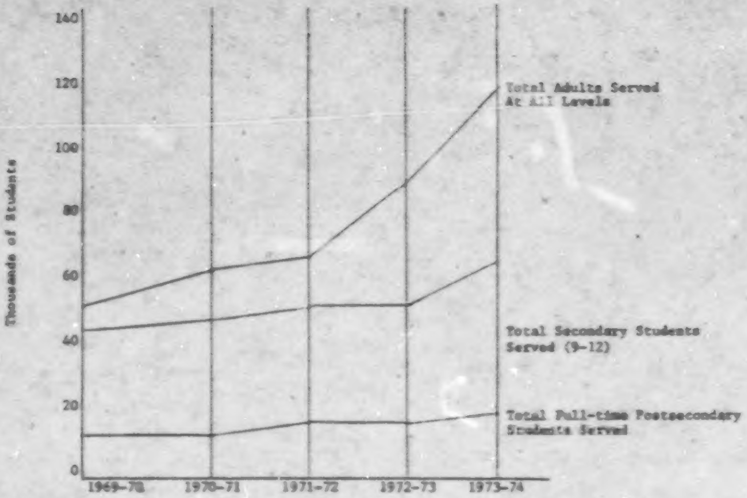
Figure 7: Enrollments in Career Education, Adult Level, 1969-70 Through 1973-74.

MERGED AREA SCHOOLS


AREA IV
ESTHERVILLE
AREA III
AREA II
AREA I
CALMAR
SHELDON
MASON CITY
North Iowa Area Community College
AREA V
AREA VII
EAGLE GROVE
FORT DODGE
Iowa Central Community College
IOWA FALLS
WATERLOO
SIOUX CITY
AREA XII
AREA VI
AREA IX
CEDAR RAPIDS
MARSHALLTOWN
AREA XIII
ANKENY
Des Moines Area Community College
AREA X
CLINTON
DAVENPORT
MUSCATINE
COUNCIL BLUFFS
AREA XI
AREA XV
AREA XIV
CRESTON
OTTUMWA
Indian Hills Community College
AREA XVI
BURLINGTON
CLARINDA
CENTERVILLE
KEOKUK
ADMINISTRATIVE CENTER AND CAMPUS
OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)

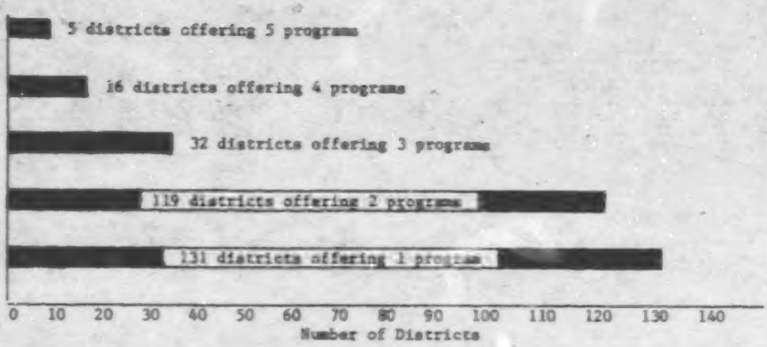
Total Population Served
by
Instructional Levels



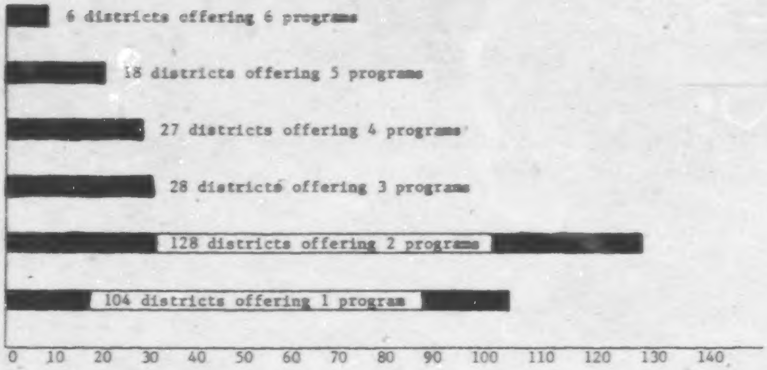


Total Population Served During School Years 1967-74 in Preparatory and Supplementary Career Education Programs by Instructional Level

303 Public School Districts Offering Preparatory Career Education Programs in 1968-69



311 Public School Districts Offering Preparatory Career Education Programs in 1973-74



Sources: 1968-69 and 1973-74 Annual Reports

Figure 5

SECONDARY ENROLLMENTS IN CAREER EDUCATION, PREPARATORY PROGRAMS

Program area	Enrollments 1969-70	1970-71	1971-72	1972-73	1973-74
Agriculture	11,348	11,902	13,127	14,893	16,899
Distributive education	1,368	1,468	1,580	1,745	1,804
Home economics	26,308	28,263	33,622	32,646	42,299
Trade and industry	3,333	3,393	3,215	3,199	3,152
Office occupations	755	803	850	1,127	1,330
Total enrollments	43,112	45,829	52,394	53,610	65,508

Sources: 1969-70 data, Annual Descriptive Report, U.S.O.E. Form 3140, Program Activities in Iowa, Fiscal Year 1970, p. 5. 1970-71 data, Annual Report for Career Education, Fiscal Year 1971, OE Form 3138, pp. 15-20. 1971-72 data, Annual Report for Career Education, Fiscal Year 1972, OE Form 3138, pp. 12-17. 1972-73 data, Annual Report for Career Education, Fiscal Year 1973 Form 3138 pp. 11-16. 1973-74 data, CE-4 System Computer Runs for Form 346-3 to U.S.O.E. and for Annual Report for Career Education, Fiscal Year 1974. Tentative data. These sheets done in response to a need to update "Trends."

Figure 6

ENROLLMENTS IN CAREER EDUCATION, POSTSECONDARY LEVEL, SCHOOL YEARS 1969-70 THROUGH 1973-74

Program area	Enrollemtns 1969-70	1970-71	1971-72	1972-73	1973-74
Agriculture	995	1,029	1,159	1,174	1,313
Distributive education	552	643	640	870	1,166
Health	2,535	3,428	5,024	5,261	5,584
Home economics	227	180	308	263	252
Office occupations	1,765	2,397	2,758	2,757	3,431
Trade and industry	4,092	3,720	5,089	4,854	5,483
Technical	941	991	1,018	1,365	1,126
Total enrollments	11,107	12,388	15,996	16,544	18,355

Sources: 1969-70 data, "Annual Descriptive Report, U.S.O.E. Form 3138, Program Activities in Iowa, Fiscal Year 1970 to the U.S. Office of Education, p. NA, back of report. 1970-71 data, Annual Report for Career Education, Fiscal Year 1971," Form 3138, pp. 15-20. 1971-72 data, Same Report and Form. 1972-73 data, Same Report and Form. 1973-74 data; CE-4 Computer Runs for Annual Report for 1974, Preliminary, Also for Form 346-3.

Figure 7

ENROLLMENTS IN CAREER EDUCATION, ADULT LEVEL, 1969-70 THROUGH 1973-74

Program area	Enrollments 1969-70	1970-71	1971-72	1972-73	1973-74
Agriculture	15,885	16,129	15,527	18,842	21,047
Distributive education	2,550	2,698	2,116	2,426	3,306
Health	2,636	4,798	6,406	16,348	25,274
Home economics	8,479	13,153	16,030	10,674	28,697
Office occupations	6,434	6,523	8,337	12,578	16,312
Technical	1,155	1,207	435	1,726	1,859
Trade and industry	14,935	17,605	16,201	29,760	26,139
Total enrollments	52,074	62,113	65,052	92,354	122,634

Source: "Annual Descriptive Report, U.S.O.E. Form 3140, Program Activities in Iowa, Fiscal Year 1970", to the U.S. Office of Education, 1969-70, p. 7, for 1969-70 data. 1970-71 data, "Annual Report for Career Education, Fiscal Year 1971", pp. 15-20, 1971-72 data, "Annual Report for Career Education, Fiscal Year 1972", pp. 12-20. 1972-73 data, "Annual Report for Career Education, Fiscal Year 1973", pp. 11-16. 1973-74 data, CE-4 File Computer Runs for Annual Report for 1974, Preliminary, for Form 346-3.

Chairman **Perkins**. There is one question I would like to ask you. Since your policy in the great State of Iowa is one board, just speaking from the Federal level, I know that you realize the difficulty in obtaining more funds from the Federal level for vocational education. We are presently spending for our State programs about $500 million annually. We should be spending two or three times that amount for vocational education purposes alone from the Federal level. But you realize the difficulty in getting the money, and the various needs, shifting from State to State.

Now, in this area here, you need more money for your Kirkwood Community College. That is obvious. Down home in an area school they have the equipment and the surrounding junior colleges just do not have that equipment. Would it be fair to state, and do you really believe that your policy of one board in the State of Iowa can really give justice to some of the poorer or the poorest of the poor districts in Iowa, and at the same time give Kirkwood the justice that it rightfully deserves? Can you do that better under one board then you can under two boards or a duplication?

Dr. Benton. Unequivocably, yes, sir, I think we are, and I think we proved it in the State of Iowa in what we have been able to do.

It does mean you have to coordinate the whole thing. You cannot make your decisions with the community college level, postsecondary level, in complete isolation from what effect it has on the secondary level, and vice-versa.

What I am afraid of is if you go to two boards, you do indeed start making decisions in isolation, and the progress we have made in terms of the community colleges working with the local school districts in these efforts would probably be more difficult if you didn't have, very frankly, the prodding from my level, from my State board level and from the department level. I think you would find this a bit more difficult to do.

It is a big job, and I would not minimize it, not minimizing the difficulty of a State board dealing with a multiplicity of issues that it has to deal with. Yet it can be done. It has been done I think rather effectively here. In fact, I think the only way you will get justice to the poor districts is from a statewide point of view, because if you let the strong dominate, then they really will take over. I think that is a part of the duty of a State board, that it is not tied necessarily to a constituency, although they represent a region in some respects. I think it is the duty of the State board to make decisions in those contexts and do what is best for the total education thrust of Iowa. We have, for example, you have seen the welding program here, a model program as far as we are concerned.

Chairman Perkins. I viewed it myself this morning.

Dr. Benton. But it was designed because of the large numbers of people, but we also have welding programs in our less populated areas, and maybe only have 10 or 15 people, but we think it is important it be available to them. So that kind of decision has been made. The State board, for example, approves every program offering in each of the 15 area schools, and approves all of the building that goes on in the 15 area schools, and are able to coordinate that, not always to the satisfaction of everybody, I am sure, but I think on the whole our records is pretty good in what we have been able to do to develop a coordinated total system for the State of Iowa.

Chairman Perkins. I personally agree with your viewpoint, because I can see where they do not have the facilities in some of the technical schools down home, that we are going to have duplications in everything else, and there would be money wasted. And we cannot afford to waste any money, there being so litle coming from the Federal level.

Dr. BENTON. Let me illustrate what I pointed out to Congressman Hall as we walked through the building. Many years ago when the community colleges first started in 1965 or 1966, the State board made a decision on everyday processing, not going to see that all 15 area schools which proliferated the area in operational circumstances, and I believe they chose about five or six and said "This is where the data processing program will be located in the State of Iowa."

They were in the bigger institutions, because obviously data processing is a process that is used in more heavily populated areas. That is only one example where a major policy decision made by a State board I think created a very fine system statewide in data processing.

We have a long way to go in that record, but at least that was an example, and this has been happening all over. The State board ha[illegible] been able, when area schools come to us with program proposals, one of the basic questions is, "How many other programs are there in the State of Iowa? What is the enrollment? What is the accessibility of those programs and do you really need this?"

If it is in Des Moines, do you need it in Cedar Rapids, or whenever we are?

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. For the second time, I ask you to yield but for one comment. One of the things coming out of the Office of Education on the national level has been reducing the funding program approach over a 3-year phaseout period. I would suggest that you make your feelings known directly to that office.

Dr. BENTON. I have, to Ted Bell personally.

Mr. BLOUIN. I can assure you we will send a copy of your testimony to them, and hopefully can get them to review their thoughts.

Thank you, Mr. Chairman.

Chairman PERKINS. Congressman Simon.

Mr. SIMON. Thank you, Mr. Chairman.

First of all, I want to join the chairman in paying tribute to your Congressman, Mike Blouin. It is going to sound like "Mike Blouin Day" here.

Mr. BLOUIN. [illegible] will even lengthen the program for it.

Mr. SIMON. But I must say, he has been a hardworking conscientious member, and we need more like him in our Congress.

On page 9 of your testimony, you refer to 365 of Iowa's 450 secondary districts offering programs. That brings up two questions there. What is the percentage of the students, and what about the other 54?

Dr. BENTON. Well, the 365 of the 450 districts I would have no idea, because I have to see the districts on that. Just guessing, the vocational circumstance, really you are talking probably of 365 of the largest districts, so consequently I would say you are talking about 85 to 90 percent of the student population would be in those districts—maybe even a higher percentage than that.

Mr. SIMON. Then another question: On the expenditure that you make here in Iowa for vocational education of a $100 expenditure, how much of that at the present time comes from Federal funding and how much from State government, and how much from local real estate tax?

Dr. BENTON. Well, I would have to briefly just make a guess on that. The State commitment—excuse me a minute. Bob Yeager, come up here please.

You have raised a question here, Congressman, that does not quite fit our accounting pattern.

Mr. SIMON. Right. I don't mean to distrupt your accounting pattern here, but I would be interested if you could send that to me.

Dr. BENTON. Bob tells me on the secondary level that the State and Federal appropriations would be just about equal, which we are dealing with. We are talking about the commitment of State dollars of about $2.5 million, and Federal dollars of about $2 million. It would be impossible for me to say what the local tax dollar is because in the whole funding pattern of elementary and secondary education, every district varies in makeup of local versus State because of the foundation plan.

Mr. SIMON. I am not asking for a precise answer here, but would that be a matching fund locally, or would it be a third, or what?

Dr. BENTON. We are reimbursing salary and travel of vocational education teachers at the rate of approximately 25 percent. Now, that is both Federal and State dollars, so you are really talking about the Federal-State dollars, thinking about 25 percent of that cost, and so the local dollars picking up the other 75 percent.

Mr. SIMON. OK, thank you. I have no further questions.

Chairman PERKINS. Mr. Hall.

Mr. HALL. I have no questions, Mr. Chairman.

Chairman PERKINS. Let me compliment you again, Superintendent Benton. You have been most helpful to the committee in your outstanding testimony.

Dr. BENTON. Thank you.

Mr. BLOUIN. Mr. Chairman, our next witness, only 3 minutes off schedule, is Selby Ballantyne, superintendent of Kirkwood Community College in Cedar Rapids.

Paul mentioned yesterday he had one of the outspoken heads of education in his district, and Dr. Ballantyne is certainly one that speaks his view and generally has a very acceptable view—and Paul, I think you will enjoy what he has to say.

STATEMENT OF DR. SELBY A. BALLANTYNE, SUPERINTENDENT, KIRKWOOD COMMUNITY COLLEGE; ACCOMPANIED BY THE FOLLOWING KIRKWOOD STAFF MEMBERS: LARRY WILLIS, CAREER EDUCATION; JACK NEUZIL, T & I; DONALD ROBY, SKILLS CENTER; AND CHARLES BARDONNER, ENVIRONMENTAL STUDIES

Dr. BALLANTYNE. We belong to the family, but the problem is when they ask for samples, they have not recognized our branch of the family, so we have difficulty.

Mr. BLOUIN. Dr. Ballantyne, we have about 20 minutes for your panel, so use it as you wish.

Chairman Perkins. I will say at the outset you run a great institution, and I know you are responsible for it.

Dr. Ballantyne. You know, this morning, in order to get into a talking session, anybody I have near me I have been talking to. I love to talk. But I also promised I would cut my testimony down to be very short, because it is written, and you will have it in hand.

Chairman Perkins. It will be inserted in the record without objection, and all of the testimony will be so inserted.

Dr. Ballantyne. We have some people here with me that know a great deal more about the inner workings of this institution than I do. I would like to take the opportunity, and I am not going to go through the formality of saying "Congressman Perkins, Congressman Hall" and so on, but I am going to say to the committee, we are very happy you are here. We also have seen you work in the past, and when you talked about Mr. Blouin, I know of his work in trying to get Federal legislation, State legislation, this type of school here in Iowa, so anything that you can say regarding what you people are doing, we are thankful for.

I argue with Bob Benton a great deal. I argue with him, but I want to reinforce everything he said this morning. Where it hurts me, I know that something he said must have been wrong, because I don't get all of the money I am talking about, so somewhere I missed it.

I know this, that the laws that were developed and in the way the State department is managing vocational-technical education, we are getting two people rather than getting two standards; rather than to look at what somebody thinks somebody should notice, we are trying to get into a competency for developing a peoples' way of life.

I told you what I have in the testimony and so forth. We started out after the bill was passed in 1965 with 199 students. This year we will have here at Kirkwood about 40,000 students, and are either teaching them something about occupations or rearranging something they are doing in their work so that their lives will be a little vetter.

Now, this begins to sound like the old Baptist minister, and I won't. I go back to your way of life when you started out, and the way I started out, and when we used to watch the old mules in the mines go through the shafts, down through the walkway, so to speak, and they did it day by day. They went blind, and nobody knew the difference, because they did the same thing day after day.

At least here in the type of approach that is going on in Iowa, people are breaking the lock step of how to make a living. We do have a wonderful school, and I don't need to bring this to your attention. We do have a wonderful committee, that is, your committee, trying to fight for 70 percent of the people getting trained differently than they used to. And rather than giving you all of this testimony that we have there, I am going to let you ask any questions you would like to about this particular segment.

I would like my people here to tell you what we are doing. So with that brief discussion—and believe me, I gave up a great deal, because I would like to talk for at least 40 minutes, just because I like to talk—I would like to at this time introduce Jack Neuzil. He is the man who heads our T & I program at the post-high school level, and in a sense he has been a man who has worked in the prison at Appamoose helping to develop their particular T & I program. He had been educated as T & I person. He worked with the industrial people of our particular community to try to innovate new programs, and he will probably tell you the thing that I would tell you in a nut shell, that the only thing that will stop us from doing the type of work that you would like to have us do is the shell of the turtle that keeps the turtle from growing, and frankly, that is money.

Jack, where are you?

STATEMENT OF JACK NEUZIL, T AND I

Mr. NEUZIL. When you get a lead like that you have to continue, so I will make my comments brief also.

One of the problems here is growth, of course. We have had students waiting to get into programs they cannot get into because they are filled, and in some areas such as the health occupations area, it is as much as 1 year ahead of time. People are being turned away, and we don't know really what the demand is, because we can't get a hold of these figures. Spacewise, many of the schools you visited or heard about have adequate space, but they are short of students to fill them. That is not our case at all. We have not reached our peak in growth. We still need dollars for this space. We have something like 300,000 square feet of space we could probably put to use tomorrow if we had it. We need something like $17 million just to carry out our immediate building needs; that is, to take care of overcrowding and to start up some new programs that are already in existence now.

You are well aware of the cost of the equipment. You can spend from $1,500 per student station up to $10,000 when talking about vocational or career types of programs. I am sure you are aware of these kinds of figures. The building costs run three to four times what a classroom space would with just an armchair or table in there.

We use cross-utilization of many of our equipments, and some of you saw the chemistry and biology labs and so on, that we can get better utilization of by using it in both areas.

One of the problems has been trying to maintain a low tuition. When our dollars are cut short either from Federal or State, we have only one way to go in tuition. Our type of student is one that works. We have 25 percent of them approximately that work full-time jobs. Half of them work part-time jobs. A third of them are on some kind of aid, veteran's aid or various social programs and so on. So we cannot afford, or they cannot afford this kind of increased cost in tuition.

I don't know whether I can go any further here without duplicating some of the things you are going to hear, but if you have any questions, I will be more than happy to answer them right now.

I will pass it on down then to some of these other fellows, if you have no questions.

Mr. BLOUIN. We prefer you move on.

Dr. BALLANTYNE. The next man to speak is Larry Willis, chairman of our career education.

STATEMENT OF LARRY WILLIS, CAREER EDUCATION

Mr. WILLIS. Thank you, Dr. Ballantyne.

This morning in terms of my presentation I would like to visit with you briefly on about three very critical concerns which as vocational educators we have, and also look at the evolution of vocational education we have been concerned about, and legislation.

One is the area of articulation, and I think as you look at Kirkwood, it is an exemplary model of articulation. We work in terms of providing training programs, EPA, prison, labor, with local kinds of agencies, in terms of unions and in terms of working with civic and social agencies. One of our problems in terms of that articulation is all of these agencies come to us with seed money. There has to come a day when we have to bite the bullet in terms of providing not only new programs, but also are we going to provide the training to support those new programs?

A very good example is emerging in Iowa as well as other States. That is, the tremendous construction of a new water and waste plant. Iowa, for example, is now involved in developing $140 million worth of construction this year. Along with that kind of tremendous need for water quality, they are also backing it with zero dollars for training. As we look at the 1963 act and the 1967 amendments, one of the things we looked at in terms of that development was the need for training funds.

Kirkwood has the capabilities and expertise, as do the other community colleges, of training vocational educators in the State of Iowa. One of our problems is, everyone has seed money, but vocational education has to do the job.

I was very interested this morning when we talked about the problem of delivery systems with CETA. As CETA developed, we have worked to develop a very good relationship with CETA. They, in terms of looking at new blood, as Mike Crawford has looked at, has looked at the ideals of providing a complementary kind of system in terms of training. I think we at Kirkwood have a very legitimate ability as well as a kind of expertise to provide that training.

Chairman PERKINS. Let me interrupt briefly. What institution of training has the CETA called on?

Mr. WILLIS. One of the concepts that has been looked at in working with CETA has been, how can we at Kirkwood be flexible and "slot" people into our regular programs?

We made every attempt through all of our vocational-technical programs to slot people into our regular programs on the day that they want to come. The problem is, we have at least a need for you to give us leadtime of 1, 2, 3 weeks to do it. We think we have flexibility, and an exemplary example is welding. We slot them in on a daily or hourly basis. Darrell Lockhard, I hope you get a chance to visit his programs, has a very sophisticated schedule on an hourly basis of scheduling people.

Mr. BLOUIN. Do you get cooperation?

Mr. **Willis**. Very much so. We have also a deep concern in terms of, when will seed money end, and when will we have to take it over, and how do we finance it?

In terms of looking at the new legislation, I think we at Kirkwood Community College support your position, Congressman Perkins, in terms of moving that from $560 million to $1 billion in terms of part B. We think there are a lot of needs that are being unmet.

This morning you had the opportunity of looking at our campus. We have out on the north end of the campus a hole being dug. In that hole there will be an EPA project, in articulation with Kirkwood, to provide training in the Midwest for people in the water and waste treatment area. This has been an articulated effort by Kirkwood Community College as well as EPA, as well as the Iowa Department of Environmental Quality. One of the problems in providing that training after year 1 or fiscal 1976 is, where do the moneys come from in terms of that kind of training?

Chairman **Perkins**. I do want to interrupt you to state the minority ranking member on the committee, Congressman Quie, likewise shares my viewpoint of $1 billion, so I think we are going to write that out as a bill.

Mr. **Willis**. That is very good.

Chairman **Perkins**. We have Congressman Blouin and Congressman Hall and Congressman Simon. We have a pretty good complement.

Dr. **Ballantyne**. There is one thing in your statement—that is, many people have referred to it as seed money. How do you turn down money that is going to help your people? Do you turn it down because you can't continue it, or do you take the heat when you can't continue it?

This has gone on constantly. We need both. We need money to start programs, and we also need money from the Federal Government and from industry and anywhere else to continue it. But you don't turn down seed money because you don't know who is going to continue it.

Chairman **Perkins**. Proceed.

Mr. **Willis**. As we looked at these concerns, we worked with other agencies, and as we looked at the historical development of vocational education, one of the criticisms of vocational education, and I don't think this is a criticism of Iowa, has been that there has been a tremendous duplication of effort and costs from secondary and postsecondary. We at Kirkwood Community College have hopefully designed and have looked at exemplary ways of providing training for secondary as well as postsecondary programs. We think in terms of future legislation there needs to be a continued effort in the emphasis in legislation, that there needs to be local, regional planning in terms of secondary and postsecondary kinds of vocational education moneys being spent.

Our example is we have developed six satellite centers or learning centers or technical training centers outside of our campus here in Cedar Rapids to provide both secondary and postsecondary training.

We think that we are working with 39 school districts in terms of high school districts as well as 500 students. Those students in some instances would not be able to have that kind of opportunity for training. We think that that is a model that includes legislation in terms of spending $1 billion for part B funds; that that ought to be the kind of thing that we look at, and "How do we articulate and utilize that $1 billion in appropriation to the fullest benefit of the taxpayer?"

Also, looking at what we need in terms of the State of Iowa as well as Kirkwood, that we need to look at parts of the Vocational Education Act that we never looked at before. One of the things we have to look at in the next 10 years and not look backwards is the kind of new students we are going to have. We are still going to have the handicapped, still have the special education students, and still have the emerging role of the affirmative action groups, but we are also going to have a tremendous need for training for women in terms of their mobility. We looked at that in terms of looking at this to provide more funds in part B for part-time innovative kinds of training. Typically, we looked at preparatory programs, and we have to look at a person already out in the market place that wants to come back and change his or her career, that wants to come back and look at other kinds of skills. We think that we cannot do it with $560 million in terms of total need. We need more money for upgrading and continuing education.

My last and final area of concern in terms of—well, we have talked about articulation, and we have talked about the area of providing news kinds of upgrading of training, and we also need to look at "What can we do in terms of providing curriculum development?"

As you look at the amendments and develop the amendments of 1963 and 1968, part I has been a part of the Vocational Education Act that has typically not been funded. We say that if we asked for these kinds of changes, part I, Curriculum Development has to be funded. We know that each State at this point gets part C as well as part D funding for research and temporary grants. We say if we want this kind of change to meet local needs, to meet the kinds of population we have, we have to look at providing funding for part I, Curriculum Development, which we have not really come to grips with in terms of providing our own development of new curriculum, but also access.

I presented three concerns. I think we have emerging areas we have to look at in terms of vocational education, one being the environmental health and health areas, as Jack Neuzil spelled out.

We have to look and keep continually in front of us the area of the handicapped.

I am going to transfer to the next person, to a person who has had a lot of experience in working with the handicapped and special needs, and that is Don Roby.

STATEMENT OF DONALD ROBY, SKILLS CENTER

Mr. Roby. Thank you, Larry.

Congressman Perkins and members of the subcommittee, I also appreciate this opportunity to speak to you today. When I came this morning my wife said, "Are you nervous and afraid of those people?"

I said, "No, I am not afraid of them, but I hope I can take advantage of the few minutes I have to speak to you in behalf of the handicapped."

Here at Kirkwood we have a unique program as far as the community colleges are concerned across the Nation. We have a department that specifically serves the handicapped. It is staffed with 23 staff members. We have an industrial building off-campus which I will allude to in my narrative, which I will not go into now, to handle this program.

I believe this is a very important program to be connected with the community college, because to a certain extent it is, part of it, is a sheltered workshop. Our intention with this group of people is twofold. One is, we want to get them into either entry level employment or provide the opportunity for them to have further training.

As you know, we have 50-some career programs here at Kirkwood. We want to get as many of these people into situations so they can get in and be successful in these career programs. Those are our two main goals of our rehabilitation faculty.

We have one main problem, and you heard it all up and down the line. It is a continuity, a consistency of outside funding to help us maintain these programs to the point they should be maintained.

Our board of directors since 1967 has very heavily with local money underwritten this program. They handled the ups and downs. Some years are good years. Certain agencies get good Federal funding, and they refer students, they pay tuition and they take care of them. Other years are bad years. Recently, as I alluded to in the narrative this past February, one agency that funds for us, all of a sudden there was a moratorium, and we had 39 students. We had two choices: To kick them out in the street, or continue. We did the obvious thing. We continued them.

In this situation, this was one more, one additional financial burden for our board of directors. Dr. Ballantyne is on our board. Of course, they didn't quibble a bit. They said "You can continue them through your program," which we did.

We have had a similar situation two times since February at our particular facility. I have alluded to that in my arrative.

So our problems are briefly the one I had just mentioned, and second, as Mr. Neuzil alluded to, we need facilities for the handicapped for our specific program and currently we are about 7 miles geographically from this particular location, and we need to be here so the handicapped can use this facility and use our cafeteria and learning resources center, and better utilize our conference department and support services and every other thing we have here at Kirkwood.

I think I will close in saying that since 1967 Kirkwood, and this is redundant, but I think it is important, Kirkwood has gone on record to support 1 of the 10 parts of the law that made the community college, and in making the community college a success in the State, by specific programs for the handicapped. I am sure we will continue to do so. We can bring it up to where there is dignity and where it is something that they really get what they need out of it. So those are the needs for that particular area of the Department.

Thank you very much, gentlemen.

STATEMENT OF CHARLES BARDONNER, ENVIRONMENTAL CENTER

Mr. BARDONNER. I am Charles Bardonner, Congressman Perkins and members of the committee, and I am waste water treatment center coordinator in Kirkwood. I will address a few remarks on our environmental education concerns.

I think your view of this college today provides you with a good overview of the area Kirkwood serves. You can see the rich farmlands in the background and some diversified industry.

The importance of our land and water resource, and the protection of these and the environment in general can certainly not be overemphasized. Present Kirkwood programs and training for environmental occupations include environmental health technology, where we give training in area planning, zoning, insects, erosion control, to name a few, and water waste technology, giving a man an opportunity to enter programs or enter employment in water and waste water treatment facilities.

Some of our agricultural course work has environmental concern courses, among them land use, agricultural chemicals, and waste handling. When completed, our pilot model water and waste treatment facility will add to the dimension of hands-on training for water and waste water treatment operators throughout the area. Unfortunately, these programs represent only a good start. But their further consideration requires that our pilot plants have many of the necessary items which were deleted, and it is imperative to be able to complete this facility. The recent Safe Drinking Water Act certainly focuses on the importance of safe water technicians to insure we do in fact have safe water. There has been recently noted the necessity of an awareness of both pesticides and herbicides, and the perils of them call for skilled technicians to handle application and evaluation of what it really means to use these particular materials.

Air pollution and solid waste handling have certain programs we need to address here in the Midwest.

Billions of dollars are channeled into construction of waste water plants alone. After building of these facilities, it certainly again calls for many technicians, and Kirkwood Community College can provide the training.

Legislation addresses all of these areas, air quality, treated effluent quality and water quality, and again all call for programs to develop skilled technicians in order that the goals of this legislation be carried out.

That concludes my remarks.

[The prepared testimony of the Kirkwood College representatives is as follows:]

PREPARED STATEMENT OF DR. SELBY A. BALLANTYNE, SUPERINTENDENT AND PANEL FROM KIRKWOOD COMMUNITY COLLEGE

INTRODUCTION

Mr. Chairman and Members of the Subcommittee, I am Dr. Selby Ballantyne, Superintendent of Kirkwood Community College. With me are three staff members of the College who will make brief presentations.

We are honored by the presence of the Subcommittee on our campus, and we are grateful for the invitation to appear before the Subcommittee, to present testimony concerning vocational education.

Before proceeding, may I add that we are especially honored by the presence of Congressman Perkins and Quie, whose leadership in securing passage of the Higher Education Act in 1972 is well remembered at this College. We also extend a cordial welcome to Congressman Blouin whose Second Congressional District includes much of our Community College Area, and to Congressmen Hall and Simon from our neighboring state of Illinois.

The panel members and I will express opinions and concerns relative to vocational education at Kirkwood, but similar opinions and concerns, I am sure, could be expressed by other community colleges of our State.

With the Subcommittee's permission, we will enter our prepared statements in the record. I will then comment briefly, and the panel members will follow with brief comments related to their areas of special interest and concern.

KIRKWOOD'S MISSION

The mission of Kirkwood Community College, and the mission of each of Iowa's 15 area schools, is expressed clearly in the Code of Iowa.

". . . offering *to the greatest extent possible* educational opportunities and services in each of the following, when applicable, but not necessarily limited to:

1. The first two years of college work including pre-professional education.
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
6. Student personnel services.
7. Community Services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent succeeding in regular vocational education programs.
9. Training, retraining, and all necessary preparation for productive employment of all citizens.
10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school."

It is a remarkable mission because it sets no limit other than "to the greatest extent possible." Clearly, Iowa's law is an ideal framework for providing the education and training needed "for all citizens" of the state. Working within the framework of this law, Iowa's community colleges, if given adequate financial support, should provide the innovation and leadership needed in vocational education in our state and nation today.

Dr. Richard P. Bailey, president of Hamline University, St. Paul, Minnesota since 1968, and recently named dean of the General College at the University of Minnesota, stated upon leaving Hamline University:

"I paid too little attention to the most important element of higher education, the community colleges. Historically the private colleges of America have provided the creative and experimental leadership in higher education but the torch is being passed, by default, to the nation's community colleges. They are the innovators of today and tomorrow."

"The voice of the community college is modestly subdued in higher education but I should have listened more carefully. The youthful juniors have much to teach us ancient seniors."

KIRKWOOD'S GEOGRAPHICAL AREA

Kirkwood Community College was established in 1966 to serve education and training needs of the people in a seven-county area of eastern Iowa designated as Merged Area Ten. This area of 4,300 square miles has within its boundaries thirty-nine local school districts for grades K–12, with enrollments in these districts varying from a few hundred students to more than 20,000. Three private four-year colleges and the University of Iowa are also located in the area. At least one-third of the area's population resides in the metropolitan area of Cedar Rapids. This city, known for its diversity of industry, produces more export goods per capita than any city in the nation. In this setting of vigorous industrial expansion and rapid population growth, advancing technology has created an urgent need for innovative training programs. But the seven-county area is also very rural in character, and possesses some of the nation's richest farmland. Kirkwood, therefore, has a responsibility to provide appropriate programs for effectively training individuals for employment in both rural and urban settings.

PLACEMENT OF GRADUATES

Kirkwood's placement record peaks loudly in support of institutional training as a delivery system for vocational education. In a follow-up study conducted in October 1974 of the 1,060 graduates of vocational-technical programs at Kirkwood in the 1973–74 school year, the following data concerning placement was obtained:

Total employed—1,006 or 94.9%.
Total employed in training related occupations—950 or 94.4%.
Total employed in occupations unrelated to training—54 or 5.4%.
Total continuing education—25 or 2.4%.
Total not employed, but seeking employment—11 or 1.1%.
Total not employed and not seeking employment—6 or 0.6%.
Total unknown—17 or 1.6%.

KIRKWOOD'S PROGRAMS

We're very proud of Kirkwood's enrollment growth from 199 students in credit programs in 1966 to more than 4,000 in 1975, but we're equally as proud of the fact that over 40,000 persons are served annually through the total program offerings of the college. Kirkwood is a comprehensive community college offering vocational-technical programs, arts & sciences for college transfer, and adult or community education programs.

The vocational-technical curriculum has six major divisions at Kirkwood—agriculture, business, data processing, health occupations, environmental occupations, and trade and industry. Training in 58 vocational-technical programs is provided during the 1975–76 school year, and approximately half of the students at Kirkwood are enrolled in these programs.

Many students in the arts & sciences division are enrolled in career-oriented programs, including law enforcement, teacher aide, accounting, and management programs. In an effort to take the college to the people, Kirkwood now provides credit programs at off-campus satellite centers in Monticello, Iowa City, Cedar Rapids, and Washington. We agree with Dr. Richard P. Bailey, Dean of the General College at the University of Minnesota, who has advocated making the college offerings more accessible to the general public.

"College classes should move off campus into the urban ghetto and downtown office building, and into the suburban shopping center. Classes need to be schedule, if on campus, in the evening, on Saturday and Sunday, and in short-term summer sessions." (Minneapolis Star, 1975, and Des Moines Sunday Register, September 7, 1975.)

Kirkwood's adult or community education programs, presented at 80 different locations in the seven counties, reach into every local school district, and their rapid growth and popularity are due in no small measure to the close cooperation between those districts and Kirkwood.

In other examples of cooperative effort, Kirkwood provides vocational programs for more than 500 high school students at six outlying centers in the merged area; we provide the educational and training programs for the residents of the Anamosa Men's Reformatory through a contract with the Bureau of Adult Corrections Services, Iowa Department of Social Services; we attend to the training needs of the handicapped by means of our Skills Center and its staff of 24 full-time employees; and we provide a wide range of opportunities in adult basic education, and in high school completion programs.

The development by Kirkwood of a wide variety of vocational progams has been facilitated by the Iowa Department of Public Instruction. That agency has consistently recognized the importance of post-secondary vocational education in our state as evidenced by the substantial portion of available vocational aid which is allocated to support training at that level.

We're proud of the cooperative efforts which have made it possible for Kirkwood to serve our people in Area Ten with a wide variety of programs, but we have never once entertained the thought that our efforts even begin to approach the goal "offering to the greatest extent possible" . . . "for all citizens."

GROWTH PROBLEMS—GENERAL

Enrollment growth at Kirkwood has given rise to many related problems, foremost of which are needs for space, for equipment, and for adequate funding to offset start-up costs for new programs. We could serve many more people in our vocational programs if we had the resources necessary to meet these needs. It is difficult to estimate the considerable numbers of students who have intended to enroll at Kirkwood, only to find the programs of their choice already filled. It is not unusual for registration in a few programs, especially in health occupations, to close nine or ten months, or even one year, in advance of the starting date for those programs. Additional sections of these programs, or new but related programs, would serve the training needs of many individuals and would provide employment opportunities in the health service field.

GROWTH PROBLEMS—SPACE

Kirkwood currently has high priority needs for 300,000 square feet of additional space for classrooms, laboratories, and shops for vocational education programs. Until that space is available, some programs must continue to be located in leased facilities, often at distances from the central campus which preclude the full utilization of supporting services of the college. Other programs, currently located on campus, must continue to function in classrooms and laboratories of inadequate size, and still other programs, long planned as necessary additions to meet existing manpower needs, will wait a little longer before implementation can be considered.

Because space requirements for vocational-technical programs are normally three or four times the requirements for general academic classrooms, the building costs per program or per student served are understandably high. Estimated cost of Kirkwood's current building needs for programs of all branches of the college would exceed 17 million dollars. We are a "young" college, nine years old, but we are growing rapidly, and our construction needs have not been met, contrary to the views expressed in some federal reports.

GROWTH PROGRAMS—EQUIPMENT

Equipment required for vocational programs is specialized, and costly. These costs, added to the relatively high program costs for space, can result in costs per student station varying from $1,500 to $10,000, depending on the type and sophistication of the training program. Equipment and equipment replacement are major problems for vocational educators today. There is an urgent need in many of our vocational programs for modern equipment similar to that found in business and industry. Too often we find ourselves in the position of having to repeatedly obtain "just one more year" of service from already worn-out or obsolescent equipment, and in either situation the training provided falls short of desired goals. Utilization of instructor and staff time for frequent equipment repair reduces effectiveness of instruction, and is detrimental to the best interests of the student, the college, and the future employer. Development of solid state and integrated circuits in electronics has caused vast changes in equipment design and operation. Industry has a right to expect that students will be taught with equipment that incorporates basic improvements of this type.

GROWTH PROBLEMS—START-UP COSTS

The relatively high costs for space and equipment for vocational programs have delayed or prevented the start-up of many programs in career areas where the need for skilled workers has been clearly identified. Too often high start-up costs have become the limiting factor rather than one of many factors to be considered in the introduction of new programs.

GROWTH PROBLEMS—OPERATING COSTS

In an attempt to avoid duplication of costs, Kirkwood provides on its main campus a combination of facilities which permits cross-utilization of staff, instructional equipment, and space by all branches of the college. (Example: Chemistry laboratory is shared by vocational-technical classes in health occupations and by classes from arts & sciences branch.) This cross-utilization of personnel and equipment reduces operating cots, but the need for additional state and federal funding is nonetheless urgent.

When state and federal dollars are lacking, we have only one remaining source of operational funding that can be increased—student tuition. But we have already relied too heavily on that source of revenue when consideration is given to the fact that 29% of our students work full-time while attending Kirkwood, 49% work part-time, and 47% of all of our students receive some type of financial aid in the form of loans, grants, G-I benefits, or other types of aid. We should be moving in the direction of "low" or "no tuition", but instead we are approaching the tuition rates of our negibhoring state university.

COOPERATION WITH OTHER AGENCIES

In reviewing the historical progress of vocational education, many legislators and congressmen state that vocational-technical training programs have been developed by educators who have made program decisions in isolation from the clients they serve. Kirkwood Community College exemplifies the model of programming for lateral cooperation and articlation with other community and educational agencies. We have developed training programs, and planned future training programs with the following agencies: Environmental Protection Agency; Iowa Department of Environmental Quality; Iowa Bureau of Labor; CETA (Comprehensive Employment and Training Act); Local Cities and Municipalities: Iowa State Men's Reformatory at Anamosa (6 vocational programs for residents); Local and State Labor Unions; National Advisory Council of American Foundry Society, representing 4,200 foundries in the United States; Clinic sites for health related training, including United States Veterans Hospital at Iowa City; Explorer Scouts through career exploratory experiences at Kirkwood; NIOSH (National Inytitute of Occupational Safety & Health); secondary schools through KEY programs; four-year institutions of higher education; regency institutions, through agreement for transfer of vocational training credits; and other community colleges (AACCTion).

One of Kirkwood's most successful models of articulation and efficient utilization of Federal vocational education dollars has been the development of vocational education programs for secondary students in outlying centers sponsored by Kirkwood Community College. There are six (6) centers being developed to provide vocational-technical training for secondary students in 39 school districts. High school students are bussed into KEY Centers on a daily basis. *KEY* stands for *K*irkwood *E*xposure, *E*xploration, and *E*xperience for Youth. The KEY Center concept has been developed through mutual planning between Kirkwood Community College and rural school administrators and laymen. The KEY Centers will serve approximately 500 high school students during Fiscal Year 1976. Also in an attempt to provide skill development training for the rural adult population, the facilities at each of the outlying centers will be utilized for adult evening programming. The training programs which have been developed at the KEY Centers are being articulated with the vocational-technical offerings on the Kirkwood Community College campus in Cedar Rapids. The KEY Programs and satellite centers for this school year are as follows:

Center Point: Auto Mechanics, Building Trades, Health Occupations.
Williamsburg: Auto Mechanics, Building Trades, Health Occupations.
Cedar Rapids: Health Occupations, Data Processing, Auto Mechanics Welding, Electronics, Production Agriculture, Urbanized Agriculture.
Monticello: Health Occupations, Building Trades, Auto Mechanics.
Washington: Auto Mechanics, Building Trades, Health Occupations.
Iowa City: Auto Mechanics, Welding, Data Processing, Electronics, Health Occupations.

In a new and promising venture in cooperation, Kirkwood and the College of Engineering at the University of Iowa have combined efforts to provide a new approach to acquiring a four-year degree in engineering. The first two years of the engineering program are provided on the Kirkwood campus with Kirkwood providing instruction in required mathematics, science, and communications courses, and the University providing on the Kirkwood campus, for the same students, the required engineering courses. After compelting two years at Kirkwood, the students then transfer to the University of Iowa for the third and fourth years of the program.

Kirkwood has been named "prime sponsor" for a new HEW program to provide technical assistance to 114 emerging two-year colleges in the United States. The grant of one million dollars provides for a program called "ACC-Tion". Headquarters for the project have been established in Washington, D.C., with Kirkwood designated as the "flagship" of four two-year institutions in the consortium which will provide services to the 114 colleges in the form of national and regional workshops, on-site consultation visits, and special staff training.

Kirkwood and Linn/CETA, local prikme sponsor for the Comprehensive Employment and Training Act, have worked in close cooperation for the past year in a joint effort to facilitate the desired training and placement of manpower in Area Ten. At this time 62 individuals are involved in On-Job-Training Programs at Kirkwood under CETA funding, and 40 have been involved in previous months. These 102 enrollees in OJT programs were funded by CETA in the amount of $79,083. Individual allowances were in addition to that amount. Further, 26 individuals have been, or are currently, employed at Kirkwood under provisions of CETA funding in the amount of $186,828. We believe that Kirkwood's institutional training has served as an effective delivery system for CETA, and certainly the arrangement has been beneficial to Kirkwood and the individuals served by the program.

RECOMMENDATION FOR REGIONAL PLANNING

Continual emphasis must be given to the need for cooperation between agencies in planning and providing training programs in order to avoid duplication of effort (costs), and to assure that the greatest degree of expertise is made available to assist high school students, adults, and those individuals who desire to look at other career options. Based on Kirkwood's very satisfactory experience in developing outlying centers, we recommend that future vocational legislation and appropriations stipulate requirements for a regional (multi-county) planning approach to minimize the start-up costs of vocational-technical education programs.

TRAINING FOR UPGRADING

In focusing on the new student at Kirkwood Community College, we perceive the greatest need in terms of Federal vocational education funds to be for training the individual who is already employed but who needs new skills because of new technologies, or because of new career options in the future. Because of the practices of many community agencies in requiring credits for in-service study and training, many new skills will have to be provided and funded through vocational education. Examples of groups requesting continuing education training are: nursing and other health workers, cosmetologists, real estate personnel, companies and businesses who wish to provide management training programs for selected groups to comply with affirmative action plans, and many other types of technical assistants.

An example of training for upgrading purposes is our training program for local city Water and Wastewater Treatment Plant Operators to be implemented during this fiscal year. Kirkwood Community College is building, in cooperation with the Department of Environmental Quality and the Environmental Protection Agency, a national model Wastewater Treatment Laboratory to train operators in the Midwest to become proficient in employment of the most current treatment processes. Mr. Russell Train, of the Environmental Protection Agency, visited Kirkwood in July to break ground for this model facility. The upgrade training program for plant operators will be an important factor in providing adequately trained personnel for many new facilities now being constructed in Iowa for a cost of more than $140 million. Kirkwood has contracted with the Iowa Department of Environmental Quality and the Environmental Protection Agency to train operators for these facilities during fiscal year 1976 in Kirkwood's new Wastewater Treatment Laboratory.

RECOMMENDED FUNDING

Kirkwood Community College recommends that Part B of the Vocational Education Amendments be expanded to provide funds for additional training for upgrading personnel already employed. We are pleased to note that the bill sponsored by Congressman Perkins recommends an increase from the present level in Part B of $560 million yearly for state grants to a new level of $1 billion yearly.

NEED FOR NEW APPROACHES TO TRAINING

In the July 1975 issue of Change, James O'Toole, in his article entitled "The Reserve Army of the Underemployed", states that the extension of vocational education is perhaps the worst policy to pursue in coping with the problems of underemployment and social and educational inequality. We take sharp issue with Mr. O'Toole. We believe that anyone who has an opportunity to visit vocational training laboratories as we did this morning would also challenge Mr. O'Toole's article and his premise that vocational education does not help people. The community college is people. Kirkwood is people. We teach people basic vocational skills needed for employment. Our programs are built on the basis of competencies—what people can do.

Competency learning shows potential for helping many people to overcome the feeling that they are incapable of learning. It is an attempt to insure students against failure, thus building the desire to learn. In competency learning, students are certified and re-certified as reaching various levels of performance with each major hurdle cleared in key subject areas. Competency learning is relevant career education.

Kirkwood has nurtured the concept of competency learning in its vocational-technical programs since its opening in 1966. Many of the programs such as welding, machine shop, business and office occupations, truck driving, and accounting have been built on this concept. To enhance further the development of competency learning, Kirkwood has received funding of a proposal through the Fund for the Improvement of Post-Secondary Education (FIPSE) to identify the basic reading and math skills and job skills necessary to succeed in six (6) selected vocational-technical programs over a three-year period. Kirkwood's proposal for curriculum development around the concept of competency learning was one of 2,500 proposals submitted and only ten, we are told, were funded in the United States. The six (6) programs are auto collision, medical assistant, environmental health assistant, keypunch, agricultural building services, and office education.

Funding similar to that obtained by Kirkwood through the FIPSE grant will permit the development of innovative approaches to instruction which, in turn, will enable Kirkwood to keep its training geared to current industrial and service occupation trends.

What will the FIPSE proposal provide to the student who enters the above programs?

1. Easier access to gaining program competencies;
2. Opportunity for adults to upgrade their skills as they see fit;
3. More options for the part-time learner who wants to attend Kirkwood;
4. Opportunity for variable entry and exit for enrollment in vocational programs.

RECOMMENDATION FOR FUNDING

Kirkwood Community College has been fortunate to obtain curriculum development funds through FIPSE to expand the competency learning concept. Historically, the appropriations for curriculum development in the Vocational Education Act and in the Amendments have been little or non-existent. We recommend that Part I (Curriculum Development) of the Vocational Education Act be funded at a level sufficient to assist local schools and colleges in developing the concept of competency learning as it relates to vocational education.

PROGRAMS FOR HANDICAPPED PERSONS—KIRKWOOD SKILLS CENTER

Since 1967, Kirkwood Community College has offered specific programs for the handicapped. Currently these programs are housed five miles from the main campus in an older industrial-type building. The programs at the Kirkwood Skills Center include: Job Preparation and Work Adjustment; Evaluation, Exploration and Entry Level Training in several careers, Counseling, Job

Seeking Skills and Job Placement. These programs are staffed by 24 full-time persons. The goals of the Kirkwood Skills Center are to prepare handicapped persons for permanent employment or further training.

The funds for operating the Skills Center have been obtained primarily from local Kirkwood tax dollars. Vocational Rehabilitation, through referrals, has provided tuition for the handicapped to attend the Skills Center. However their financial commitment for tuition has been very unreliable from year to year. In fact, Vocational Rehabilitation has had three (3) moratoriums on funds since February of this year. In some cases, these moratoriums have cut off the tuition for handicapped students before completion of their programs. In all cases, when these moratoriums have occurred, students have been retained and maintained in the programs at Kirkwood's expense. The most consistent outside funding source for the past several years has been the Special Needs Division of the Iowa Department of Public Instruction.

Recently, there have been some tuition-paying referrals sponsored by Linn CETA. It is anticipated that referrals will be made beginning October 1 from the Department of Social Services under a purchase of service contract.

Our two major problems are lack of a consistent flow of referrals from Vocational Rehabilitation and the need for a modern on-campus facility. An on-campus facility would allow for Skills Center students to better utilize the campus support services such as the library, cafeteria, community center, activity hour, and college-sponsored cultural programs. It would also broaden the number of vocational programs to which the handicapped could be exposed on an evaluation, exploration, and entry level training basis.

Kirkwood's commitment to service for the handicapped since the time of its founding in 1966 was recognized this past spring with an award from the local Citizen's Committee for the Handicapped. Now we are at a crossroads. A competent staff has been assembled, equipment has been obtained with the help of Vocational Rehabilitation, and the experience and knowledge needed to provide significant help to the handicapped and disadvantaged have been acquired.

Now funds are needed for a new facility on campus to improve our programs and services to the handicapped and to enhance our students' dignity. We also need a reliable, consistent type of funding from federal, state, and local agencies to aid us in continuing and improving training in vocational programs for the handicapped and disadvantaged.

ENVIRONMENTAL EDUCATION CONCERNS

Kirkwood Community College is located in the heartland of the agricultural and industrial midwest. The importance of the products from the land, not only in terms of their importance as food for our people, but also as a commodity for world trade, emphasizes the need to protect the land and water resources of the Midwest.

Present Kirkwood programs in environmental occupations include environmental health technology, and water and wastewater technology. The agricultural department provides some training that fits the category of environmental concerns including, land use and conservation, agricultural chemicals, waste management, soils and fertilizer, and field crop production.

The completion on campus of the pilot wastewater treatment center will add the dimendion of hands-on training for wastewater treatment plant operators and the laboratory will provide an improved facility for water plant operator training.

These represent only a good start. Budgetary considerations required the deletion of many parts of the pilot facility. These must be added to the plant at the first possible opportunity. The "safe drinking water act" focuses on the importance of the skilled technician for which Kirkwood can supply the training. The recent awareness of pesticide and herbicide perils directs attention to programs needed to provide the competent technicians to handle, apply, and evaluate the results of using these materials, and programs in air pollution and solid waste handling are also required to support the needs of the Midwest. Billions of dollars are being channeled into construction of wastewater treatment facilities alone. Legislation addressing air quality, chemical usage and hazards, water quality, and treated wastewater quality must take into account that all these require skilled technicians in order that the goals of the legislation may be accomplished. Kirkwood recognizes these needs, but lack of classroom space, equipment, and associated needs limit the capability of the college to respond. The funding of construction grants to provide classrooms calls later for funds to provide the training for development of skilled technicians.

SUMMARY

1. Kirkwood and other community colleges of Iowa have the legal framework required for planning and implementing effective vocational training programs.

2. The community college in Iowa, as evidenced by rapidly increasing enrollments and record of placement of graduates, is an effective delivery system for vocational education.

3. Lack of adequate funding to meet minimum requirements for space, equipment, and other start-up costs for new programs has tended to seriously limit the expansion of vocational training opportunities.

4. Lack of funding has also imposed severe limitations on the development of innovative approaches for making vocational training programs more readily available to all individuals who desire, and who could benefit from, the training.

5. There is a need for increased emphasis on regional planning in vocational education, and for close coordination among agencies within a region to assure efficient utilization of available vocational education funding.

6. Vocational training opportunities for handicapped and disadvantaged individuals must be significantly expanded.

7. Funding is especially needed to provide for training programs in areas of relatively new concerns and need, e.g., environmental studies.

8. Given Iowa's present distribution of vocational education aid, existing federal legislation, if more adequately funded, would serve reasonably the needs of the community college in vocational education, except for construction needs.

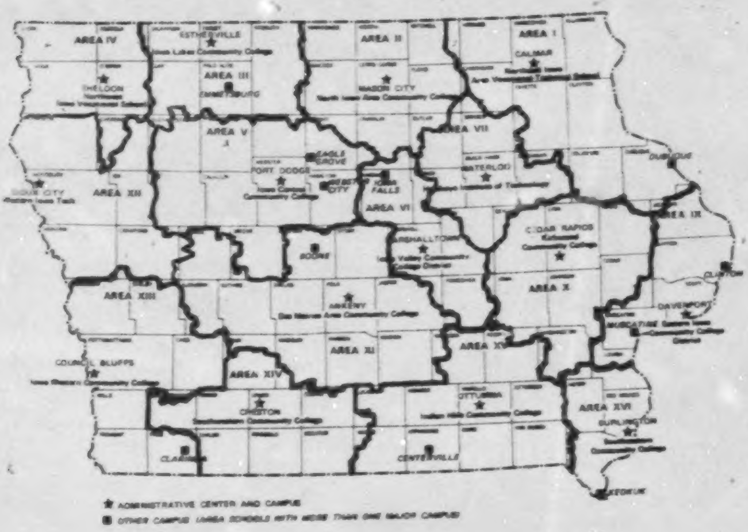
EXHIBITS

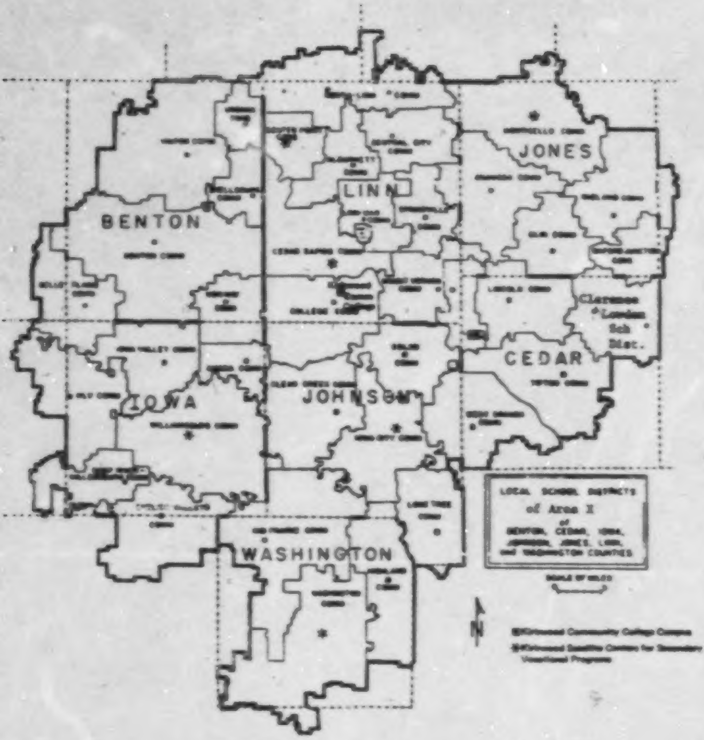
A. Map of Iowa showing boundaries for 15 merged area schools.

B. Map of Merged Area Ten, showing local school district boundaries and centers for Kirkwood-sponsored secondary vocational programs.

C. Summary of Programs and Services Provided by Kirkwood Community College.

MERGED AREA SCHOOLS

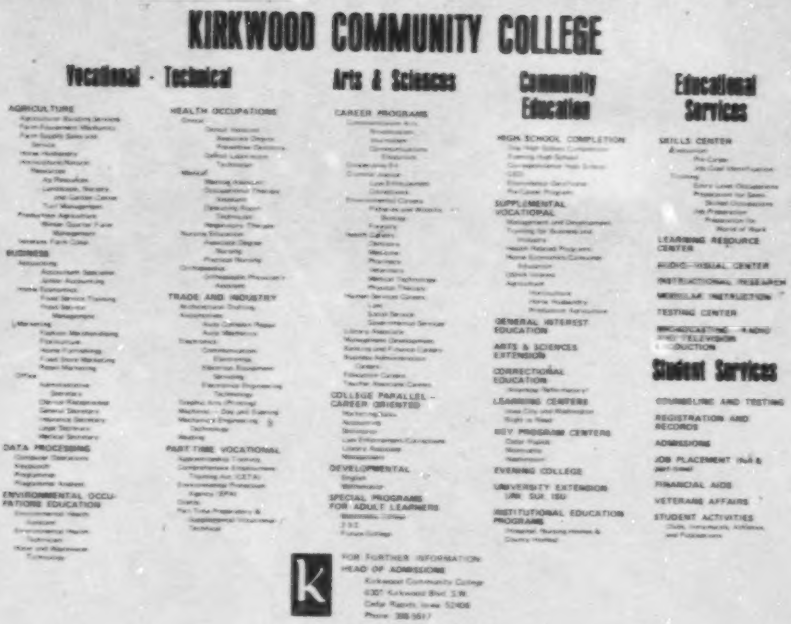

AREA IV
ESTHERVILLE
Iowa Lakes Community College
AREA II
AREA I
CALMAR
AREA III
EMMETSBURG
MASON CITY
North Iowa Area Community College
SHELDON
AREA V
EAGLE GROVE
FORT DODGE
Iowa Central Community College
WEBSTER CITY
IOWA FALLS
AREA VII
WATERLOO
Hawkeye Institute of Technology
DUBUQUE
SIOUX CITY
Western Iowa Tech
AREA XII
AREA VI
AREA IX
CEDAR RAPIDS
Kirkwood Community College
MARSHALLTOWN
BOONE
CLINTON
AREA X
AREA XIII
ANKENY
Des Moines Area Community College
DAVENPORT
MUSCATINE
AREA XV
AREA XI
COUNCIL BLUFFS
Iowa Western Community College
AREA XIV
OTTUMWA
Indian Hills Community College
CRESTON
Southwestern Community College
AREA XVI
BURLINGTON
Southeastern Community College
CLARINDA
CENTERVILLE
KEOKUK
★ ADMINISTRATIVE CENTER AND CAMPUS
■ OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)


BENTON
LINN
JONES
IOWA
JOHNSON
CEDAR
WASHINGTON
Clarence Lowden Sch Dist.
LOCAL SCHOOL DISTRICTS
of Area X
of
BENTON, CEDAR, IOWA,
JOHNSON, JONES, LINN,
and WASHINGTON COUNTIES
SCALE OF MILES
N
Kirkwood Community College Campus
Kirkwood Satellite Centers for Secondary Vocational Programs

Local School Districts

of Area X

B



KIRKWOOD COMMUNITY COLLEGE

Vocational - Technical

AGRICULTURE

BUSINESS

Office

DATA PROCESSING

ENVIRONMENTAL OCCUPATIONS EDUCATION

HEALTH OCCUPATIONS

TRADE AND INDUSTRY

PART TIME VOCATIONAL

Arts & Sciences

CAREER PROGRAMS

COLLEGE PARALLEL — CAREER ORIENTED

DEVELOPMENTAL

SPECIAL PROGRAMS FOR ADULT LEARNERS

Community Education

HIGH SCHOOL COMPLETION

SUPPLEMENTAL VOCATIONAL

GENERAL INTEREST EDUCATION

ARTS & SCIENCES EXTENSION

CORRECTIONAL EDUCATION

LEARNING CENTERS

KEY PROGRAM CENTERS

EVENING COLLEGE

UNIVERSITY EXTENSION UNI SUI ISU

INSTITUTIONAL EDUCATION PROGRAMS

Educational Services

SKILLS CENTER

LEARNING RESOURCE CENTER

AUDIO-VISUAL CENTER

INSTRUCTIONAL RESEARCH

MODULAR INSTRUCTION

TESTING CENTER

BROADCASTING — RADIO AND TELEVISION PRODUCTION

Student Services

COUNSELING AND TESTING

REGISTRATION AND RECORDS

ADMISSIONS

JOB PLACEMENT (full & part-time)

FINANCIAL AIDS

VETERANS AFFAIRS

STUDENT ACTIVITIES

FOR FURTHER INFORMATION
HEAD OF ADMISSIONS
Kirkwood Community College
6301 Kirkwood Blvd. S.W.
Cedar Rapids, Iowa 52406
Phone: 398-5517

Chairman PERKINS. Let me compliment you all on your outstanding statements.

Mr. Blouin.

Mr. BOUIN. Thank you, Mr. Chairman.

Selby, you did it. You have 3 minutes to play with, and you covered every base at Kirkwood, and did a terrific job.

Dr. BALLANTYNE. For those 3 minutes I would like to have you look at the people behind this particular group. There are people here who are listening who are involved in health occupations that have done a tremendous job here in Iowa, and there are people behind us that are in elementary and secondary that have done a fine job and tremendous job in coming along in both vocational and technical. I don't know how to get them all in front of you, but I know if you have an opportunity to speak to all of them you will find out what we are trying to do is what you are trying to do; so you people do a much better job than you have been doing.

Thank you very much.

Chairman PERKINS. Mr. Hall.

Mr. HALL. No questions.

Chairman PERKINS. Mr. Simon.

Mr. SIMON. I have a couple of quick things, and one is a point you made, Larry, and Jack or Charlie can follow through.

You have equipment, some of which is up to 30 years old that is being leased from the Federal Government that in fact the Federal Government ought to be giving to the college so you wouldn't have insurance costs.

Mr. NEUZIL. Yes. A lot of the other schools do, too, I am sure, throughout the country. It is referred to as "National Defense Loan Equipment," which we do not have title to. They lend it to us, and they signed various agreements. Because we have it in our possession we have to carry additional insurance polices to cover that. We could save a lot of money each year right at Kirkwood if we had title to the equipment.

The problem with the equipment is, when we are done using it and get new money to replace it, we must crate it and cover it and ship it back to the depot someplace, where in turn it will be stored someplace with a cost there, and the shipping-back costs are greater than the thing is actually worth. If you can get it turned over to us lock, stock and barrel with title, we could use it, but it would certainly save us a lot of money.

Mr. SIMON. It seems to me when the equipment gets to a certain age the title ought to revert to the college.

Dr. BALLANTYNE. We send it back in better condition than we get it. We have to. That is what it says.

Mr. SIMON. Your main virtue is modesty.

Dr. BALLANTYNE. Yes, and I believe this is the only way to relieve somebody's doubts.

Mr. SIMON. What is your tuition?

Mr. NEUZIL. $145 per student, per quarter, and a quarter is 12 weeks long.

Mr. SIMON. And do you have an elevator to get to the second floor?

Mr. NEUIL. We do.

Mr. SIMON. That was a practical question.

One other thing and maybe this is taken care of somewhere—I happen to be a Demoncrat, but West Branch is in your area, and somehow there ought to be recognition of the Hoover heritage here through some Hoover memorabilia or something. I would think that is an important contribution you ought to make.

Dr. BALLANTYNE. I think it is an important contribution. Coe College made a tremendous study of it and is using information, and we do not duplicate things where money is concerned.

Mr. SIMON. I am not suggesting you duplicate, but I think, even one of these rooms that might be designated as a Hoover room, with a little of his Iowa heritage, that students can say "This is an important contribution," if I may make a suggestion here.

CHAIRMAN PERKINS. Mr. Radcliffe.

Mr. RADCLIFFE. I hesitate to use the time, but I know here at Kirkwood from talking with you and reading your literature and seeing your plans that you see this whole area of Iowa in very broad perspective in terms of occupational needs and training needs. Yet I have had a little chance to analyze the Iowa enrollment statistics, and find that secondary enrollment is 65,000-plus enrollees, of which 90 percent are in agriculture and home economics, and those are heavily loaded toward home economics. The adult enrollments are 121,000-plus, and 41 percent are in agriculture and home economics, and it is not really until you get to the post secondary level with barely over 18,000 enrollments that it drops down to 8.5 percent in agriculture and home economics.

My question is: Do these statistics represent an adequate base in terms of occupational emphasis at the secondary level and in adult programs for what you are trying to do here at Kirkwood and to meet the employment needs of the State of Iowa?

Dr. BALLANTYNE. I think what you will get is an opinion, and probably behind you, you could ask this same thing of all those people. I think we have had 10 years of trying to bring into perspective all of the vocational-technical education. The Smith-Hughes Act goes back to a certain range of "Lincoln did certain things," and in those days they were talking and working with agriculture, so consequently agriculture has persisted and probably should, but not in the same proportion. It has only been in the last 4 to 5 years we have been working with the elementary and secondary and through a central, single board in trying to bring into consideration the other occupations. When you talk about inhalation therapy you have to not only teach the student, but you have to teach the people what you are talking about before you can start a course in this. This is why I spoke of seed money. You don't turn around dollars because it is going to drop; you might teach somebody something that will lead on.

That is the only thing I can say to you. We have not gotten there yet, but we will, because unless we change the ethic that we have, the occupation kind that makes a respectable individual, so we want to make sure that everybody has a very fine occupation.

Mr. BLOUIN. Thank you very much, Selby. We appreciate your testimony here.

CHAIRMAN PERKINS. Our next witness is Mr. Dean F. Travis and without objection, your statement will be inserted in the record as though it was read, and if you want to summarize it, you can proceed in any manner you prefer.

STATEMENT OF DEAN F. TRAVIS, DEAN, CLINTON COMMUNITY COLLEGE

Mr. TRAVIS. Congressmen Perkins, Michael Blouin and members of the committee, I am very happy to be here and to report to the committee.

Now, I follow a kind of difficult act, but I will do the best I can. I am reminded about 30 years ago when I was flying a load of VIP's into Berlin after the war was over, and in that group were some Congressmen, one of whom was from upstate New York. At that particular time I was kind of interested in something about when would we get home. I asked the Congressman, using a leading question, I said, "Congressman, how much do you pay attention to public opinion?"

He said:

> Well, Lieutenant, it is like this: We all try to keep at least one ear to the ground, but some of us are not very happy unless we can keep both ears to the ground at the same time.

So, I am very happy to be here, hoping that probably this is what is taking place, that you are concerned with public opinion and the educational situation out here in Iowa.

I am representing the Eastern Iowa Community College District Merged Area IX. As dean of Clinton Community College, I give you a little bit of the background about the district. Unlike Kirkwood Community College, our district is a small multi-college district, with three colleges located at Clinton, Davenport and Muscatine and Clinton, and of course much larger is the city of Davenport with Bettendorf alongside of it, but probably no place else in the whole State of Iowa will you find a community college district with three towns this size in the district, nor probably would you find three towns in one college district with the diversification of industry that we have in a multi-college district, which would lead one to believe there are a great number of vocational needs in those cities. But as a district, we do not just represent the cities and their needs, but we represent all of the towns and all of the people of the merging area district.

I am going to come back to that thought just a little later.

Now, basically and briefly, in 1966 when the new area district was formed under the concept described by Dr. Benton as a result of CETA File 560–0165 in Iowa, the then existing liberal arts colleges at Clinton and Muscatine were incorporated into this district. At that time each one had a couple of programs or so, vocational programs that is, in addition to the liberal arts education that was offered. Davenport did have several programs operating under the Davenport Public School System, which then were enlarged and expanded, and a new plant built to serve the people in that area as well as the district with some, what is today 20 or more vocational programs.

At Muscatine and Clinton there has been an increase in vocational programs to approximately six at each institution. At all of the institutions we have an ongoing adult education program reaching out into the area. Muscatine has set up about five or six different centers for veterans' farm education, a verterans' farm program. To this point, not too much has been done to go off-campus with what might be referred to and was referred to earlier by the Kirkwood group as satellite centers. During this present year, Clinton has done this in two areas, in the northern part of the Eastern Iowa Community College District. We put a center at Maquoketa and another at Bellevue.

What did we offer there? We offered the thing that was the easiest, most practical, least expensive to do—arts and sciences courses; and we were amazed at the reception. We just started at Maquoketa the second semester last year, and we started both at Maquoketa and Bellevue this fall, and at Maquoketa we have 70 people at least taking courses, and at least half of them are full-time, and at Bellevue we have about 75. In both towns, the whole town is talking about "coming back to college."

Now, If that can be done with arts and sciences, think what can be done with vocational education. But how do you do it? Now, the concept in Iowa, as it was in most of the country, was to set up community colleges within commuter distance of a majority of the people, and that is as it should be.

What has happened? As you know, in the last few years we have had an energy crisis, and the cost of gasoline is getting higher and is in short supply. Where it has been a commuter insitution in the past, maybe in the future it is going to be a little less of a commuter institution, and we will go back to serving pretty much the cities, and not so much the outlying areas, and, as a result, we may possibly have postsecondary pockets of educational poverty. That is, unless we can find some kind of delivery system to serve these people in the outlying areas of our districts.

I think this is a trend that is developing.

Now, of course, this may be costly, but it may be less costly than some other alternatives we might be involved in: Now, what I am about to suggest today is that we take a good look down the road at providing a kind of mobile classroom laboratory unit on wheels that travels from town to town, following a very careful survey to find out what the true vocational needs are at those particular towns and localities. Then to phasein and phaseout programs in a flexible unit of this kind by changing the format, changing the equipment, changing the educational materials in that mobile classroom-laboratory unit to meet the needs at various localities in our district.

It might not take many of these units, using the same programs that we have already received State board of public instruction approval for throughout now in our existing campuses, but using our own colleges as the main base of operations to reach out into these areas with this kind of method to provide these people with vocational education.

This is the sum and substance of my report today.

Thank you.

[The prepared testimony of Mr. Travis is as follows:]

PREPARED STATEMENT OF DEAN F. TRAVIS, DEAN, CLINTON COMMUNITY COLLEGE, CLINTON, IOWA

Clinton Community College is located in the northern part of the Eastern Iowa Community College District, Merged Area IX. It basically serves the people of the two-county area of Clinton and Jackson counties.

Other colleges in the District are Scott Community College located in the Davenport area in the middle of the District with some 20 vocational programs and Muscatine Community College in the southern part of the District with approximately 6 vocational programs. Clinton and Muscatine Colleges were the original existing two-year liberal arts junior colleges that were taken into the newly formed district in 1966. Scott Community College at Davenport does not have the Arts and Sciences as do Clinton and Muscatine Colleges. All three Colleges have an adult education program within the city where located as well as the outlying areas within towns located in their respective counties.

What vocational programs does Clinton Community College have? We have six programs:

Practical Nursing—1 year.
2 year Associate Degree Nursing.
Respiratory Therapy—1 year.
Clerical Education—1 year.
Technical Drafting for Construction and Manufacturing—2 years.
Electronic Engineering Technology—2 years.

Besides these strictly vocational programs Clinton's college also has the following college parallel/career option programs:

Secretarial Business—2 years.

Law Enforcement—2 years.

Coop Business (or Mid-management)—2 years.

The vocational needs of the Clinton Community and the surrounding geographical area of over 50,000 people have not been fully met.

It was the intent of the E.I.C.C. District to offer a heavier concentration of vocational programs in the Davenport area at Scott Community College with the hope of attracting students from both the north and south ends of the District. Bellevue is 60 miles from Davenport in the north part of the District and Columbus Junction is 45 miles southwest of Davenport in the southern part of the District. Very few students from either Bellevue or Columbus Junction attend the vocational programs at Davenport. A few more may attend Scott Community College from Clinton and Muscatine. However sufficient numbers of people who need vocational education will simply not travel much over 20 to 25 miles one-way today with gas prices high and energy in short supply. Neither did they travel when it was low in price and plentiful.

On the other hand vocational programs are simply too expensive to duplicate and locate at each of our three colleges in the multi-college district.

Even if Clinton Community College were allowed to offer more vocational programs, Maquoketa is 35 miles northwest of Clinton in Jackson county and Bellevue is 35 miles north of Clinton. Many other towns are scattered among them in the two county area.

Presently Muscatine Community College serves the northern part of the district with farm veteran programs located at DeWitt, Maquoketa, Miles, and Bellevue.

Clinton Community College provides off-campus attendance centers for Maquoketa and Bellevue. These are limited to the Arts and Sciences. None of the colleges offer any other vocational programs off campus in the Jackson county area. To place expensive equipment for hands-on vocational training at off-campus centers requires rented or owned facilities. This is too costly. Therefore it is prohibitive at this time.

How can our three colleges meet all of the vocational needs of the northern part of our community college district? Specifically, what should be the responsibility of Clinton Community College which is the only community college of this large two county area?

We need the flexibility of a mobile classroom/laboratory that can move from town-to-town in a two-county area and be equipped from year-to-year to provide training in several specific occupational skills for a minimum of 20 students.

It should be proceeded of course, with surveys of the occupational needs of each town or locality.

We are talking about vocational education handled on an extension basis that operates out of our community college as the central base of operation and prepared to supplement the process with most of the usual student services available on our regular day-time campus such as counseling, testing, registration, etc.

Some of the skills that may need to be taught are welding, drafting, electricity, carpentry, brick-laying, farm tractor mechanics, farm machinery maintenance, merchandising, clerical, auto mechanics, horticulture, gardening, home economics, and personal or family finance.

Most of these programs will require equipment enclosed in a mobile unit that can be temporarily set up near a public school to supplement the existing public school facilities. Also required are instructors willing to travel and coordinate such "on the road" education, and a college administration willing to reach out 25 to 35 miles from its campus and serve non-working people during the day or night as well as employed people when they are off duty. Using this delivery system, taking career education to the people at a distance of 25 to 35 miles from a community college is both possible and desirable. Furthermore it is absolutely necessary, if we are to make occupational education available to the majority of our people who lack the accessibility of a community college in their own town or rural community.

The local high schools in the area simply cannot afford to set up this kind of career education on a multiple basis. Neither can our community colleges each afford to set up multiple programs at each of our campuses even if we were successful in getting the students to commute. Unless the taxpayers are willing to pay the high price of busing people to and from community colleges, the only successful way of providing vocational education at the least cost is through a delivery system of a mobile classroom/laboratory unit which can transport education to where the people are. This plan will work. This plan will cost money. But so does unemployment in terms of welfare, unemployment compensation, and government subsidies of one kind or another.

To implement such a plan will require that our State Board of Education allow community colleges to be more flexible in moving vocational programs in and out of each outlying town of its area district. Finally, it will require more local, State and Federal support. But if we are to really get at the heart of the problem of providing career education to the majority of our people, then we will have to figure out the way to do it and be willing to pay for it.

Chairman Perkins. Any questions, Mr. Blouin?

Mr. Blouin. I have just a request maybe, Doctor.

Mr. Travis. Excuse me, just Dean.

Mr. Blouin. Just Dean, excuse me. I try to elevate everybody here. Selby likes it that way.

The request is that you use some of the expertise on your campus to try to put together some type of cost analysis of that kind of approach for us and send it to the committee. I would certainly appreciate your sending it. I know all of us represent, or the four of us represent varying districts that have a rural emphasis, and I think we know full well what it means to try to service scattered communities of from very small to very large size. That might well be an approach that could prove flexible enough to work. I would appreciate seeing some kind of cost analysis on that.

Chairman Perkins. This is the first time I have, during my many years, heard this particular suggestion, Mr. Travis, but I am wondering if you would not have to consider industry and the people that are involved in connection with wanting to bring industry into that particular community, and you would have to coordinate your efforts with those prospects of industry developers to see just what type of training you could give to this particular community to afford employment to the people.

Just taking your mobile unit in there and talking to the people, if the people know what kind of industry is going to come in there, that is well and good, but where you have a well-based, well-rounded facility set up, doesn't industry come to you from a radius of 40 or 50 or 60 miles and say "We are going to build a plant, and we need so many ladies, garment workers," or something of that type, and you then get prepared to do that training?

Mr. Travis. Yes.

Chairman Perkins. Is that about the way you have worked in the past?

Mr. Travis. Well, that is the way it should work, but we have not always been able to do it because of a lack of funds or whatever, but that is the way.

Chairman Perkins. But that is what you have in mind with the mobile unit you are talking about, is that correct?

Mr. Travis. That is correct.

Chairman Perkins. Mr. Hall, any questions?

Mr. Hall. No questions at this time, Mr. Chairman.

Chairman Perkins. Mr. Simon.

Mr. Simon. Just a personal comment: You once had a president at Clinton College by the name of Paul Larsen, and if you check back, I spoke at a commencement at Clinton College.

Mr. Travis. Paul Sherry.

Mr. Simon. No, this was Larsen. It may not have been Paul, but I remember the name Larsen.

Mr. Travis. Clinton Community College?

Mr Simon. I think it was Clinton College, a junior college in Iowa.

Mr. Travis. That would be Paul Sheridan.

Mr. Simon. Maybe I am confused. Anyway, it was about 15 years ago.

Have you had actually, in following the chairman's question, a potential industry that might come in, have you actually had to turn down training for any industry like that?

Mr. Travis. We have had, of course, to back off of a program we were trying to develop several years back in chemical technology, where the industries had come to us for that type of program. What we had in mind was to try to offer the 1st year of a 2-year technology program and then have them transferred to Ames, but at that particular time Iowa State was getting ready to phase out their 2-year program, so we backed off of that.

In the meantime, we received State board approval to offer a little different kind of chemical-type program which we are now changing a little bit, and we expect to do this very shortly.

Mr. Simon. No further questions.

Chairman Perkins. Any further questions?

Thank you very much.

Mr. Blouin. Thank you very much, Dean.

Mr. Chairman, our next witnesses are a panel of three witnesses, Dr. Chuck Joss, superintendent of Area I Technical School to the north of us; and Mr. Darwin Schrage, director of vocational education, Area I; and Donald Lippold, director of vocational and technical education, Hawkey Institute of Technology, Waterloo, Iowa.

PANEL DISCUSSION—PARTICIPATING WERE: CHUCK JOSS, SUPERINTENDENT OF AREA I TECHNICAL SCHOOL; DARWIN SCHRAGE, DIRECTOR OF VOCATIONAL EDUCATION, AREA I; AND DONALD LIPPOLD, DIRECTOR OF VOCATIONAL AND TECHNICAL EDUCATION, HAWKEYE INSTITUTE OF TECHNOLOGY, WATERLOO, IOWA

Chairman Perkins. Gentlemen, you may start in any manner you want to start, and the three of you, when you finish, we can go into questions at that point.

Without objection your statements will be inserted in the record.

STATEMENT OF CHARLES JOSS, SUPERINTENDENT OF AREA I TECHNICAL SCHOOL

Mr. Joss. Mr. Chairman and gentlemen, I am Charles Joss, new superintendent of Area I with headquarters in Calmar, Iowa. On my right is Darwin Schrage, assistant superintendent, career education, in our institution, and on his right, Donald Lippold from Hawkeye Institute at Waterloo.

In Area I we serve eight northeast counties with a population of about a quarter million in an area of about 4,750 square miles. We have campuses at Calmar and Dubuque. Our situation is unique in that our campuses are about 95 miles apart from Calmar and Dubuque. We have one central adminstration.

Congressman Blouin, in your introductory remarks, you said your committee looks forward to hearing about our experiences, our observations, our recommendations. My experiences in postsecondary are limited. My observations are vast. I am new to postsecondary education in Iowa, having taken over in my new position in July, this past July. I have served 29 years in educattion in Iowa in kindergarten through the 12th grade units.

My observation this morning is this: We, in the kindergarten through 12th grade units, have not kept pace with the changing needs of our students, and especially so in the area of vocational education.

There are some notable exceptions in Iowa. For example, the technical school in Des Moines has an excellent program, but limited in that so few of those who need it are taking advantage of it. There are others in Iowa that are good ones, but they are also limited.

The Dubuque area is really a sleeping giant in Iowa when it comes to the need for expanding programs to provide for the needs, and it is especially so in the Dubuque area. We are renting in Dubuque in five different locations. We are limited in program offering, and especially in needed new program offerings, because we do not have facilities to house the programs. We are mandated by chapter 280 to provide a campus at Dubuque in areas of a central population of 50,000 or over, chapter 280 requiring a campus. We are limited, however, because we need capital funds to launch on that building program.

At this time, I should like to turn this over to Darwin Schrage, assistant superintendent for career education. Darwin has been with our school since the inception of the school.

CHAIRMAN PERKINS. Let me interrupt you at that point. What type of waiting list do you have? You say you are limited in construction funds for building.

Dr. JOSS. With regard to programs, sir?

CHAIRMAN PERKINS. Yes.

Dr. JOSS. In the Dubuque area, the only thing we are offering in T & I, for example, Trade and Industrial, is welding, heating and air conditioning, and auto repair. That community needs carpentry, masonry, electricity, all of the other crafts where we do not offer programs or have the facilities to house the programs. It is the real sleeping giant in Iowa.

Is there anything else before I turn this over?

CHAIRMAN PERKINS. That is all. I wanted that clear in my own mind.

Dr. JOSS. Yes, sir. Thank you.

STATEMENT OF DARWIN SCHRAGE, DIRECTOR OF VOCATIONAL EDUCATION, AREA I

Dr. Joss. Darwin Schrage was in our institution since the beginning of 1967, and I believe he is well qualified to tell you about our career education.

Mr. Schrage. Mr. Chairman and members of the committee, it is a real pleasure to appear before you today concerning primarily vocational-technical education in northeast Iowa. I would like to start out by saying that when our school began back in 1966, I think very few people appreciated the impact that this institution would have on their lives. As I recall, we began with 12 programs and any available rental space we could find, and today we have two major attendance centers, one at Calmar and one at Dubuque, serving, as Dr. Joss said, a population of approximately 220,000 people with 35 preparatory career education programs and numerous supplemental and retraining programs as well.

Our district is both rural and urban and lies in the center of Iowa's dairy producing region. It enjoys a large concentration of business and industry at our south center in Dubuque. I think it is interesting to note that the number of full-time daytime programs has increased significantly, and that the enrollment began with 180 students back in 1967 and this year it is anticipated it will be in excess of 1,500 students full-time.

In addition, our adult education enrollments have increased from 900 back in 1967 to 29,500 last year.

I think this response indicates that our district and its constituents support the additional educational alternatives that our institution provides. In fact, we have a large number of students that have to be turned away each year, especially at our south center in Dubuque, because we don't have the availability of programs we really need.

I would like to cite just a few followup studies of statistics having a bearing on vocational education. We find that 8 out of 10 of our graduates are employed directly or indirectly in the occupation for which prepared, and we find approximately 70 percent find employment within their district, which I think is a sound economic return on an investment by taxpayers.

We find that 96 percent of our graduates seeking employment found employment within 90 days, and 80 percent were employed at the time of the survey, with 4 percent actually seeking employment who were not employed, and the other 16 percent made up of individuals continuing their education or getting married and so on.

I was concerned about how well prepared they feel they are, and 81 percent indicated they felt they were adequately prepared for their careers. I think I can sum up the response of the general public in area I in northeast Iowa in three of four points.

No. 1, the northeast Iowa residents really feel this is a new kind of educational alternative they have not had before.

Second, they feel they have an opportunity to prepare in some career areas that just did not exist prior to 1966 or 1967. A number of residents I think appreciate the opportunity to train and upgrade in many job areas, and they have an opportunity to receive remedial and developmental assistance. I think most importantly, these people really do identify with the institution as their institution, because they feel this institution reflects community district type offerings, something that they really feel they want.

Insofar as concerns our needs, I have three I would like to elicit at this time. The first one is I believe that a tremendous need exists, not only in area I but I am sure other areas of the State of Iowa, for new program funding. Between fiscal years 1971 and 1974, we find that the Iowa area community college enrollments reflected an increase of 77 percent in vocational education offerings, and a 14 percent decline in arts and sciences or college parallel offerings. This illustrates I believe the tremendous increase in interest in vocational-technical education, and represents a real challenge as to how to meet that challenge.

In addition, in our district, approximately 13 percent of the high school graduates enrolled in our postsecondary institution, and in addition to that, we know that a large number of students who attend a 4-year institution do not complete their programs. This leaves us with a question that there is a substantial number of individuals not being served by postsecondary education at this time.

I think that many of our sister institutions in Iowa would share this feeling that we have just really begun to scratch the surface. We feel this is particularly true as Dr. Joss said at our Dubuque Center, which is at the southern end of our district. We are in dire need of additional preparatory programs there, and in my assignment I find it extremely difficult to answer citizen inquiries as to why we are not making more opportunities available. In fact, we have six preparatory programs approved that are not implemented because of a lack of funding at this time.

The second concern we have, as Dr. Joss pointed out, is capital funding for the construction of facilities at our south center in Dubuque to house programs. Back in the early days of the area schools in Iowa, capital funds were appropriated to all of the areas. However, Dubuque and Delaware counties were attached in 1970, so they did not share this, or this end of our district did not share in appropriations made at that time. So we feel there is a real need to address this concern, because there is a programing need there as well as the need in this case to house those programs adequately.

The third and last of our concerns at this time is categorical funding. I understand some legislation proposed seeks to limit this, but I believe this concept is worthwhile, even though it has limitations. I believe it does insure better funds will be spent for the purposes intended.

In connection with that, I believe there is a need for separate funding for vocational-technical education, as opposed to implementation of the career education concept, the career awareness, expiration and orientation concept. It is very true the career education concept is very vital to improve the career decisionmaking of our students; however, if we don't separate them, I think one will encroach upon the other to the extent that neither will achieve the intended objective.

In conclusion, as far as my part of this presentation is concerned, I would like to say the present legislation we have has enabled us to make great strides. I am just thrilled to say as an old country boy that it is thrilling to see a cornfield transposed into a career preparation center, and see hundreds of students obtaining necessary skills to gain employment; a thrill to see the spark ignited in the eyes of students who come to us. We have a number of them coming to us with poor academic backgrounds at the high school level, but when they get their minds involved with something really interesting to them, they have really performed in a super manner.

There are other kinds of examples that could be cited, but I think the point I would like to make is that it becomes increasingly apparent to us in Area I that our institution is beginning to touch more and more lives. Time and time again we hear indvidual comments that are actually speaking in concert on one theme, and that is we have always needed postsecondary vocational-technical education is northeast Iowa, and it has finally started. My kids, my neighbors, my friends and even I can take advantage of it. It is a common thing for us. Unless our State and the Nation can really address the funding questions and other concerns we have, we are not going to move ahead fast enough in human resource development to help do a better job, to increase funds for new programs; more capital funding is really necessary.

Gentlemen, I thank you for your time today, and it has been a real opportunity.

[Complete statement of Mr. Darwin L. Schrage follows:]

PREPARED STATEMENT OF DARWIN H. SCHRAGE, ASSISTANT SUPERINTENDENT, CAREER EDUCATION, NORTHEAST IOWA AREA VOCATIONAL-TECHNICAL SCHOOL, CALMAR, IOWA

Mr. Chairman and Members of the Committee: It is a distinct privilege for me to appear before your Committee regarding the status of post secondary vocational-technical education in northeast Iowa. Your responsibilities in helping shape the federal government's role in vocational education are truly awesome and they must weigh heavily upon you. Significant progress has been realized in recent years and much more must be accomplished by all of us. In general, my remarks will reflect our perception of vocational education as it relates to the northeast Iowa residents we are attempting to serve.

Because of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, residents of our northeast Iowa area and others are being offered many post secondary educational opportunities previously unavailable. The creation of the merged area concept by the State of Iowa to provide for community colleges and vocational schools spawned the Northeast Iowa Vocational-Technical School at Calmar, Iowa in 1966.

In the beginning, very few people in northeast Iowa could really appreciate the future impact this institution could have on their lives. The school began with only 12 career programs which were housed in any available rental space that could be located in the area.

Today the Northeast Iowa Area Vocational-Technical School, with major attendance centers at Calmar and Dubuque, offers more than 220,000 residents 35 preparatory career programs as well as numerous vocational supplemental and retraining opportunities. Programs offered are in response to identified labor demand and student interest for the merged area. The district (both rural and urban) lies in the heart of Iowa's major dairy producing region and also enjoys a large concentration of industry and business, especially in the Dubuque area.

The number of residents served by full-time day programs has increased significantly from the approximate enrollment of 180 in 1967 (the first year of operation) to the recent enrollment peak in excess of the 1,500 anticipated this year. In addition, continuing and adult education enrollments have increased from 900 in 1967 to a new high of 29,500 during the last school year (74–75). Like our sister institutions in Iowa, the response to vocational-technical offerings (full-time and part-time) has been phenomenal. This response indicates district constituents support the continuation and broadening of educational alternatives beyond the traditional four-year college route. In fact, a large number of students applying for admission to full-time programs are turned away each year because of insufficient programming capacity to meet present demands. In my Career Education assignment I find it increasingly difficult to answer citizen inquiries as to why more programs are not available, especially at our South Center in Dubuque.

Recent graduate followup studies indicate findings similar to other area schools in Iowa. For example, our research reveals that typically 8 of 10 graduates find employment in a field related to their career preparation. In addition, because approximately 70% find employment within the Area One District, post secondary vocational offerings are a good investment in that local communities can find qualified employees. It should be noted that this also increases the economic stability of the area served. Latest figures indicate that 96% of our graduates seeking employment were placed within 90 days after graduation. At the time former students were surveyed, 80% were employed, 4% were seeking employment, and 16% were not seeking employment due to marriage, continuing education, etc. A gratifying percentage (81%) reported that they were prepared to meet the demands of their first employment.

By providing full-time offerings within an approximate 40-mile radius of each resident, the "drive-in" opportunity afforded students provides career education preparation that was previously non-existent. The convenient location of part-time supplemental vocational offerings has often provided even greater opportunities for individuals to upgrade knowledges and skills as attested by the 10,039 students enrolled during the 74–75 year. Examples of supplemental vocational offerings include courses such as Boiler Room Operator, Emergency Medical Technician-Ambulance Training, Mechanical Blueprint Reading, Small Business Management, Problem Oriented Recordkeeping for Nurses, and many others too numerous to mention.

The response of the general public to vocational education offerings at Area One provides important information relating to the future of vocational education programming. This public acceptance of post secondary vocational education may be based upon the following factors: (1) northeast Iowa residents now have more meaningful post secondary education alternatives, (2) residents now have the opportunity to prepare in a chosen field which was previously unavailable, (3) residents have the opportunity to upgrade in present jobs or to retrain for a different job, (4) residents have the opportunity to receive remedial and developmental assistance, and (5) residents exhibit a feeling that area school offerings are designed to meet "community-district needs" with which they identify.

With regard to the future of vocational education, please allow me to cite what I feel to be concerns at this time:

1. A tremendous need exists for increased funding of new preparatory vocational-technical programs. Between 70–71 and 73–74, the number of Iowa community college students enrolling in vocational-technical programs increased 77% while arts and science enrollments in these same institutions declined approximately 14%. This certainly illustrates the growing interest that exists for vocational offerings and further challenges us to provide adequate educational opportunities for our constituencies. Since approximately 13% of the high school graduates enroll in post secondary vocational-technical offerings and a large percentage of students enrolling in a four-year college do not complete their program, one is left with the obvious impression that a substantial group of individuals aren't being served by post secondary education. Although much progress is evident, we (like many of our sister institutions) feel we have barely begun to meet the need for offerings to adequately serve our constituents. This is particularly true at our Dubuque Center which is in dire need of additional programs to prepare individuals for employment in business, health, and industry-based jobs. In my assignment I find it increasingly difficult to meet the ever-increasing demands of prospective students for specific preparatory programs at our Dubuque Center. At the present time, we have six preparatory vocational-technical programs approved for the South Center in Dubuque that have not been implemented due to the lack of funding.

With additional funding for these programs, we could begin to serve a greater number of people.

2. Capital funding for the construction of adequate facilities is needed both at the South Center (Dubuque) and North Center (Calmar). Capital funding for initial building requirements was appropriated to Iowa area schools during the early years of their existence. Delaware and Dubuque counties however, were attached to the Area One District later (1970) and no capital appropriation has been made to fund building requirements in this portion of our merged area. The growth of our South Center requires facilities that will adequately serve the increasing demand for preparatory vocational-technical offerings needed in this region of our District. In addition, the North Center exhibits demand for space requirements to adequately house existing programs as well as proposed offerings.

3. Categorical funding in general, needs continuation to insure that appropriated funds will be used for vocational programming. Although categorical funding places limitations on the use of funds, this is offset by the increased assurance that dollars will be expended for purposes intended when appropriated. For example, appropriations for new programs need to be distinguished from appropriations for teacher pre-service or in-service to better insure that each area will receive the attention intended. Related to this concern is the need to separate funding for vocational-technical as opposed to career education (awareness and exploratory) offerings. While career awareness, orientation, and exploration certainly need additional emphasis to improve student decision making regarding future career plans, it is important that this area be funded separately to enhance its development. There is a danger that unless adequate funding is provided for both areas, one may encroach upon the other with the likelihood that neither will achieve desired objectives.

To conclude, we know that present legislation has been a significant factor in the progress that has been made in serving northeast Iowa residents, as well as residents of the entire State. We at Area One have witnessed firsthand a "cornfield" in Iowa transformed into a "career preparation center." We have observed hundreds of students obtaining the necessary skills for gainful employment. We have seen the "spark" ignited that transforms an individual into a person who is self-reliant and confident of the marketable skills he/she has acquired. For example, numerous instances can be cited of individuals with a poor high school academic record who enrolled in a vocational-technical program, became very interested in their coursework, and subsequently demonstrated outstanding academic performance in mastery of skills and knowledges needed for successful employment. Or the case can be cited of the widow with several children who enrolled to prepare for employment as a bookkeeper and is now successfully supporting her family. In another instance, building construction graduates illustrated their drive and determination when they established a very successful construction firm which has several employees and they are justly proud of the many homes they have built in the area. Whether we cite the mothers who have returned to school to become nurses, the individual who quit farming to enter school to prepare for the agri-business industry, the women who sought preparation to become practicing cosmetologists, or the employed individuals who have enrolled in courses to upgrade their employment skills, it is increasingly apparent that our institution is touching more and more lives. Post secondary preparatory and supplemental programs are providing students with meaningful "life fulfilling" alternatives that mean a better society and an enriching life. To the majority of northeast Iowa residents, our institution truly represents a partial answer to unmet needs. Time and time again, we hear individual comments that actually speak in concert on the theme—"we have always had a need for postsecondary vocational-technical education in Northeast Iowa and now it has finally started. My kids, or my neighbor, or even I can take advantage of it."

Unless our state and nation can address and resolve the funding questions, vocational-technical education will not move fast enough to further human resource development in the United States. We must not only continue present efforts, but provide for necessary changes, including more funding, that will enable us to do a better job. To help do a better job, increased funds for new programs and capital funding are mandatory.

It has been a real pleasure visiting with you about vocational education in northeast Iowa and concerns for the future. Thank you for the opportunity.

Mr. Blouin. Just go ahead, Don.

STATEMENT OF DONALD LIPPOLD, DIRECTOR OF VOCATIONAL AND TECHNICAL EDUCATION, HAWKEYE INSTITUTE OF TECHNOLOGY, WATERLOO, IOWA

Mr. LIPPOLD. Gentlemen, I express my appreciation for the right of appearing before you to discuss and present ideas, facts, and knowledge that I have acquired over a number of years as it applies to H.R. 3037, a bill to amend and extend the Vocational Education Act of 1963, and other purposes.

When you evaluate my testimony you should consider the background of the speaker as to what he has done in his life affects greatly his opinion. I speak to you not only as a vocational-technical director of the Hawkeye Institute of Technology, an institution which employs 200 full-time people and provides specific educational service to 1,800 full-time vocational-technical students and 2,500 part-time adult students, but as a former Iowa State Legislator—two terms—a former mayor of a small city, an industrial worker of 5 years, member of the U.S. Armed Forces—both as an enlisted man and an officer in the infantry—an active community worker, presently chairman of the INRCOG—Iowa Northern Regional Council of Governments—and last and most important, a citizen living in Waterloo, Iowa.

There is no question whether or not there should be Federal funds for vocational-technical education. That is too inbred into our system to reduce or stop it now. This would only increase our problems. This is due to inflation and an inability to modify the maze of complex agencies quickly.

This makes it necessary that House bill 3037 be passed, but we can look ahead and strive to provide a better total delivery system of education in the United States.

I do believe that we have not spent enough time analyzing who can deliver the product and then have the courage to fund those who are producing. Too often we are supporting status quo, and we defend our actions because we want to preserve our jobs and continue the institutions in which we are employed. This is not unnatural but we do not have the financial capabilities in the United States to support nonproducers.

Education to meet today's and tomorrow's needs and challenges must change its pattern of delivering its services. Unfortunately, this is happening at a time when people and institutes want more security, more money, and less work.

Iowa has made significant strides in the past 10 years of change. It has created the 15 area schools which have greatly opened the doors of opportunity for people, as it gave them a choice of occupational education. You have been given statistics of Iowa's growth so I will not repeat.

I must say Americans can not have freedom if they have no choice of the type of education they wish. That is why I have dedicated my life to the development of vocational-technical opportunities for people. We have only begun in America to accept the need for vocational-technical education. We are still fighting for due recognition and equal status among the educational hierarchy. For if we want dignity of all people in America, then we must respect all seekers of knowledge.

It is not what I seek that determines the value, it is the diligence and perseverance of the individuals as they search to eliminate their lack of knowledge to make themselves a better person, a better citizen and a better worker in the business and industrial world that should be honored and respected. We must get rid of educational snobbery.

I cannot speak of all institutions of Iowa or the Nation but I can tell you of one, the Hawkeye Institute of Technology and its success and why Federal dollars, plus State and local funds, have provided a type of education that is needed and people are in ever-increasing numbers coming to this institute. From these facts you can see the need for it to be continually expanded:

HAWKEYE INSTITUTE OF TECHNOLOGY

Hawkeye Institute of Technology was established in 1966 under the provisions of the Code of Iowa, section 280A. Its boundaries encompass 26 community school districts located in all or part of 10 counties.

Until the fall of 1969, H.I.T. operated entirely in temporary rented facilities. At that time, the first permanent facilities became available on a 320-acre site on the south edge of Waterloo. In 1973–74, 43 percent of the full-time students attended classes on the campus, with the remainder utilizing several rented off-campus facilities.

There are numerous adult education centers throughout the area served by Hawkeye Institute of Technology.

The enrollment has grown from 476 full-time students in 1966–67 to 2,500 in 1974–75. The student head count in the adult and continuing education division has risen from 4,068 in 1966–67 to just over 25,000 in 1974–75.

Emphasis is on providing a comprehensive program of career education and communiy service. The concept of education as a continuous life-long process is emphasized.

The administrative organization is headed by an elected board of directors who appoint a superintendent as the head of a three-division administrative structure: Vocational-technical division, adult and continuing education division, and student services division.

Forty full-time career education programs were offered in 1974–75. A number of additional special full-time programs and many short courses were also offered.

The vocational-technical education programs recognize the needs of students beyond job skill training. Communication skills and human relations are a part of each program of study.

Highly flexible and personalized services for youth and adults needing basic and general education courses for individual development or high school diplomas are available at an independent learning center.

Counseling services are available to prospective and enrolled students. Opportunities for athletics and social activities are provided for students who desire to participate.

The faculty has a breadth of background and expertise and recognizes the need for continued self-improvement. Over two-thirds of the faculty has had 5 or more years of occupational experience in their vocational-technical area. Three-fourths of the faculty have 3 or more years of teaching experience.

Laboratory and shop instructional equipment and materials are probably the best in the State.

The library resource center is growing impressively in supplying print and nonprint media for use of students and faculty.

Placement of graduates is excellent. For the last 4 years, over 90 percent of graduates in a position to accept work actually were employed. In the case of the 1973–74 graduates, 83 percent were employed in positions directly related to their training.

STUDENT CHARACTERISTICS

The following information was compiled from the Hawkeye Institute 1973–74 student characteristic computer printout developed in cooperation with the State Department of Public Instruction.

1. Twenty percent of H.I.T.'s students are veterans or children of veterans.
2. Seventy-eight percent travel from 1 to 25 miles daily.
3. About 74 percent of the full-time students hold part-time or full-time jobs in about equal numbers.
4. Sixty-three percent of the students during the past year and during the current year were living with their parents or close relatives or in their own homes, while 33 percent live in rental housing in the metropolitan area.
5. Generally, students were academically strongest in the following areas: industrial arts, science and mathematics, and business subjects.
6. The majority of the students are 18–22 years of age.
7. There is an age spread among students from 17–65.
8. Twenty-seven percent of the parents have less than a high school education.
9. Forty-three percent of the parents have graduated from high school and 10 percent graduated from college.
10. The student body is approximately 75 percent single and 25 percent married.
11. Hawkeye enrollment is 67 percent male and 33 percent female.
12. Few Hawkeye graduates transfer to four-year colleges. Most of those continuing their education return to Hawkeye in other programs. In the future there may be more transfers to four-year schools due to recent agreements made with several schools on transfer of credits toward B.A. or B.G.S.

PLACEMENT SERVICES

Provisions for aiding students to secure a suitable job: Placement services are provided upon request for all students prior to and after leaving Hawkeye Institute of Technology. Graduates who were vocational rehabilitation students are usually placed by the vocational rehabilitation counselor.

The Manpower Development and Training Act students are usually aided in placement by the Iowa State Employment Office.

All students, graduates or noncompleters, may seek placement aid through the Hawkeye Placement Service.

All placement services are coordinated by the placement officer. This service is a free and continuing service. Former students are encouraged to come back for further counseling and placement.

Hawkeye graduates have been successful according to annual Department of Public Instruction followup studies. Job placement statistics show that over the last 4 years an average of 74.94 percent of graduates were working full-time. In addition, over the 4-year period, an average of 2.65 percent of graduates continued their education, 6.99 percent were in military service, 2.86 percent were not employed and looking for work, 3.22 percent were not employed and not looking for work. Work status of 9.90 percent is unknown. If a percentage were computed taking into consideration only those not employed and actually in a position to accept work, the overall percentage would be over 90 percent.

The true criteria for success of graduates would have to be both graduate and employer being pleased with the job situation. Numerous reports from employers such as Link-Belt Speeder, Cedar Rapids; John Deere, Waterloo; Micro Switch, Freeport, Ill.; Rath Packing Co., Waterloo; and the hospitals, tool and die shops, job shops, garages, implement dealers, and others speak well of Hawkeye graduate employees. In some cases, Hawkeye has been singled out by employers as the first choice in their efforts to fill vacancies.

It is one thing to turn out a quality product, but the next question is for how much. Hawkeye Institute of Technology ranks exceptionally well in comparison with other area schools. We are continually in the middle of the range although we offer only vocational-technical programs which are traditionally higher in cost. I account this to good management and a solid philosophy of what are our goals in vocational-technical programs.

We also have sufficient student numbers to effectively utilize equipment and staff. In comparison to 46 public and private higher educational institutions in Iowa, Hawkeye ranks 43d in cost per instructional hour.

There is a danger of an educational institutional trying to be all things to all people. We attempt not to duplicate services all ready provided in our area, but to develop areas that are needed to expand occupational choices so industry and business can be better served and in return can provide jobs for people to earn a living. To get a job you must have a skill to sell. That is the major role of vocational-technical education.

FLEXIBILITY

Postsecondary education must be kept flexible. This should be written in every instructional contract. New knowledge and technologies are ever increasing. Institutions should have at least one individual whose job it should be to foster and control these continually needed changes. The range of programs should be expanded or reduced if necessary.

The entry of women into nonwomen traditional fields should be fostered and program lengths should vary because of modernization. It doesn't always make a program better to make it longer.

Adult continuing education is a must and more support should be given as we move into the next decade. This needed education will pay a greater role. Its form, length, and style will change. Can the institute who should deliver this service change enough to meet the demands?

The percent of people coming to the Hawkeye Institute of Technology who had other types of education are increasing greatly. Those who have had previous post-high education has increased from 7 to 20 percent. Education must operate year-round, as jobs do not always materialize in June. We at Hawkeye are making this a major concern.

WHERE DO YOU LOOK FOR INNOVATION?

A couple of suggestions I'm sure you have heard before, but I will reinforce them. The postsecondary area schools and especially the vocational-technical area school can be a major supplier of innovation as they have been freed from many traditional restraints that prohibited new ideas and new approaches. They are relatively new on the education horizon and don't know it can't be done, so they go do it anyway and succeed. Again I cannot speak for all, but I sure can speak for one vocational-technical school.

We have the philosophy of a school who cares about people and we make programs fit people, not people fit programs. Don't get me wrong, we have standards and people who choose an occupational goal must obtain them, but we hope to have enough choices and range of programing so we can individually help each individual.

Before we get too much innovation, we perhaps should look at those who have produced quality and continued their success. Many vocational-education programs have a good track record. Select those who have, pay them, and drop the others. I would add when you survey vocational-technical output, include all other education programs. Many go unquestioned yet continually receive funds.

REALISTIC

We have reached a stage in America where educational pursuits must be questioned: Are we realistic to what is necessary? Is all education always beneficial? Are some people using it as a copout and a way of life that gives them a free ride for a few years?

Vocational-technical education plays a vital part because it is realistic. It provides a tool by which people can help themselves. We should adopt the philosophy—people have choices.

One: You should have a job.

Two: If not, you should be offered a job that you can do, not necessarily of your choice.

Three: If you lack skills, you should have opportunities to acquire them.

Four: If you do not choose the job or the job skill educational opportunity, then loaf and live on your own money—not the taxpayers.

FACILITIES

The question is should we continue to provide funds for facilities? That depends upon which ones. Not all need to expand, some even should reduce if that were possible. As we look ahead, 10 to 15 years, in the area where Hawkeye Institute of Technology is located, it is evident that expansion will continue and, therefore, money is needed to complete planned facilities.

We are not overbuilding, we are trying to catch up. One truism about vocational-technical education is either keep your facilities and equipment up to date or get out of the business. Chaucer of the English majors changes little, but electronics and many other technical fields of today are in a continual race of change. This also applies to the updating of teaching staff and continual upgrading is as essential as preparatory.

FISCAL RESPONSIBILITY

Everyone knows how to spend money, but the controlling and the wise use of money seems to be a lost art which America must soon rediscover or go broke in a hurry. There seems to be a feeling that I can't do anything about it so I should grab all I can get. We can do something about it. We at Hawkeye Institute of Technology have proved it.

According to the State auditor's Report 1975, Hawkeye's average of operational costs were among the lowest of all vocational-technical schools and community colleges, and we have continually produced quality products that business and industry wishes to buy.

It is time that government, both State and Federal, learn how to recognize those who produce quality at lower costs. One way in which this could be done is to allocate additional moneys to an institution whose costs run low so they can create other programs with low costs and high quality. We continually allocate money on the amount spent in previous years, and do not allocate on efficiency and quality of productivity. We have conditioned our people to spend more to get more. It has become a sin to return money to governmental treasuries.

MORE FUNDING

All projects are worthy, all efforts to seek funds are honorable. Vocational-technical education has been asking for additional funds ever since I became acquainted with the word vocational-technical education. I, too, ask for additional funding, as I believe it has a value far above the dollars now received. One of the major reasons is to keep up with the inflation rate, and members of the panel, unless you solve that problem, all others will become minor and insignificant. It behooves the U.S. Congress to put money where productivity is, and vocational-technical education has long been shortchanged.

Research shows that it is a way to give people a saleable skill by which they can earn a living. Reinforce the good parts and discard the poor, increase the amount to the producers and put the American free enterprise system to work in education. We have many educational institutions now clambering to get on the band wagon of vocational-technical education. I hope you would not forget those who have lived long in this field. Be careful before you allocate too much money to the rising stars in education that have new answers, but who are really only discovering truths which were always present in vocational education.

HOW CONTROLLED

We must discover more ways by which we measure success in the educational field. Too often we try to do too many objectives simultaneously, therefore, we can't measure results. Persons are a total within themselves, and we must consider that when we deal with them. We need to identify the essentials they must possess so that they can be a selfsustaining person.

One essential is a saleable skill they must possess to maintain a job in America's society. Vocational-technical education can greatly assist in providing them a saleable skill. You can control vocational-technical education by the following evaluations: (1) Placement of enrollees; (2) Objectives of programs; (3) Keeping program units self-contained; (4) Keeping objectives in harmony with industry and business; (5) Cost analysis of program; (6) Use of advisory committees; and (7) Involve more performance auditing.

CATEGORICAL FUNDING

As much as I dislike categorical funding, I must admit it is a necessity in today's society. There is too much diversion of ideas in America to eliminate it completely. If the Federal Government is only to provide the money, then you should not have collected it in the first place. Let the States collect it and keep it for their own use, but if we are to change direction or emphasis, the importance of categorical aid is a must, and I believe that it is the role of the Federal Government with the aid of the States and its people. For the following reasons we should maintain categorical aid: (1) You know what you are buying; (2) You have a guide for evaluation; (3) It creates and emphasizes effort; (4) It controls use; (5) It prevents waste; and (6) It keeps the manipulators honest, or it at least makes it more difficult for them to carry out their misguided intentions.

In closing, let me quote from Howard Livingston in Language and Public Policy:

> Education in a democracy has the fundamental responsibility to educate free, independent minds, capable of exercising judgments and distinguishing truth from half-truth. In an age when mass media, the government and the business community swamps us with so much verbal garbage, separating the real from the unreal and the meaningful from the meretricious becomes a matter of national survival.

Let us hope as you review the need of vocational-technical education, you keep this in mind as vocational-technical education deals with relevant education. It is solid in character. It is based upon facts. It provides a sound base for future jobs, and with a job a person can make sound decisions.

Chairman Perkins. We thank all of you for your outstanding and excellent testimony.

Mr. Blouin.

Mr. Blouin. Mr. Chairman, I have a couple of questions.

Darwin, you mentioned on page 2 of your testimony about 8 of the 10, or about 80 percent of the graduates find employment in the field related to their career preparation. I was just talking to Jack Jennings, and that is high for the Nation. It seems in this area that is low in comparison to Kirkwood's about 96 percent. I think you mentioned 90 percent. How does it compare, though, to the rest of the State, and why is it lower?

Mr. Schrage. I think it is relatively the same in most schools. It depends on how it is calculated. I know another institution in the area schools cited a 90 percent figure. When computed in that manner, it was relatively the same figure.

Mr. Blouin. What is the difference in computation, so we can all be in on the secret?

Mr. Schrage. At that point in time I knew it, but I am sorry, I can't give it now. I will go back and send it to you.

Mr. Blouin. Is it a definition of career related fields?

Mr. Schrage. Yes. It depends on what you take as the basic figure, I recall, for the numbers that were actually placed.

Mr. Blouin. If you could find that for us, we would appreciate it, so at a future date we can check into it.

One comment in regard to capital funding: There are Federal construction moneys that the States can use at their prerogative, at their discretion, for capital funding of programs. That is one of the sections of the act that the administration wants to phaseout that many of us want to keep in. You might again, or any pressure you can put in voicing your opinion on that to the Office of Education would certainly be helpful.

I have a question generally. What is the female enrollment at Calmar? Don, you mentioned 33 percent. I would like to know what is the enrollment in Calmar, and female enrollment in the State as a whole.

Mr. Schrage. Calmar is 48 percent female.

Dr. Joss. Dubuque will be a larger percent, from what I observed on the opening day of classes.

Mr. Blouin. That is not very scientific, but I hope it is correct.

Dr. Joss. I would say 60 percent of the new students at Dubuque on the 3d of September were women.

Mr. Blouin. OK.

Mr. Schrage. I would like to add, we, too, like Don, have seen a number of women entering fields like welding and agribusiness and construction technology.

Chairman PERKINS. Are you getting men into the historic women's fields, too?

Dr. JOSS. In some we are seeing men enrolled—in the cosmetology program. That is a slow process in changing.

Mr. BLOUIN. One quick question, and I will yield the other 5 minutes to other members of the panel.

Don, you referred to a chart as your basis for the cost per program per pupil comparison. I don't think we have that chart, and if you can submit a copy of it to the committee, we would appreciate it.

Mr. LIPPOLD. In Iowa we have a breakout by the State auditor of cost per contract hour in every school for every program. The auditor makes a review of every area school, and that is good, and it is available, and it will give you a true picture of every institution in Iowa.

Chairman PERKINS. Without objection, it will be inserted into the record.

[The information referred to follows:]

HAWKEYE INSTITUTE OF TECHNOLOGY
Waterloo, Iowa, September 24, 1975.

Mr. JOHN FORKENBROCK,
Assistant to Congressman Michael T. Blouin,
U.S. Congress,
Washington, D.C.

DEAR MR. FORKENBROCK: Enclosed is a copy of the preliminary draft for accountability and cost analysis that I spoke about at the hearing in Cedar Rapids. You had asked that I send you a copy.

You realize this is in the process of study and it has not had final action. We, the Department of Public Instruction and Vocational-Technical Directors for Post Secondary Education, have an added responsibility by asking the question, "How do you evaluate quality and success of career education programs"?

We are now going to implement this idea to test its reliability. Therefore, please do not draw any final conclusions but it may give ideas for your consideration as one way of program procedure.

I want to thank you and Mr. Blouin for giving me the opportunity to appear before the committee. It was a real experience and I hope it will aid you in the funding of Vocational-Technical Education.

My sincere thanks and if there is any way I can be of assistance, please let me know.

Sincerely,

DONALD L. LIPPOLD,
Director of Vocational-Technical Education.

PROGRAM ASSESSMENT PROCEDURES

The Iowa Career Education Director's Association recognizes the necessity of a program assessment procedure to assist in making decisions regarding program improvement, implementation, and continuation. After substantial review and study, the Association endorses the following program assessment components.

I. BASIC PREMISES

A. Management of career education programs is a function of the local education agency. The role of the Department of Public Instruction is interpreted as a facilitator or enabler in the procurement of necessary data and technical expertise. DPI consultative assistance may be mutually agreed upon at any time.

B. Accountability necessitates procedures whereby programming efforts can be measured and assessed.

C. Any procedure or system proposed for implementation should be as practical as possible.

D. The development of a written program assessment procedure authored by the local education agency is recommended as a sound management practice.

II. PROCEDURAL STEPS

The following steps describe the recommended procedure to be conducted on an annual basis:

Step 1—The Department of Public Instruction (Carrer Education Branch) will annually distribute comparative FTEE cost data on an individual program basis to each local career education director.

Form A.—This information is designed to alert the local education agency to operational programs experiencing above or below average costs. Information on Form A includes direct cost per FTEE, indirect cost per FTEE, total FTEE, actual direct and indirect costs excluding capital outlay, number of students completing program, and program length (in weeks).

Step 2—The above information will be reviewed by the local education agency and identification made of programs appearing to be in need of comprehensive analysis. If the local agency desires to pursue more intensive analysis, the DPI will be requested to supply detailed data regarding respective programs to be studied (see attachment). The following additional information will be made available upon request:

Form B.—Provides data regarding direct costs (excluding capital outlay) and includes salaries, contracted services, travel, materials and supplies, vo-tech supervision, vocational administration, and total direct costs. Each cost factor is accompanied with the percentage each represents of the total direct program cost.

Form C.—Provides data regarding indirect costs (excluding capital outlay) and includes administration, student services, learning resources, physical plant, organized research and total indirect costs. Each factor is accompanied with the percentage each represents of the total indirect program cost. Also provided is information relating to the percentage of the total FTEE carried by Functions 1, 2, 3, and 4 as identified in the Financial Accounting Manual for Iowa's Area Schools.

Form D.—Provides data relating to Fall term enrollment for preceding fiscal years.

Form E.—Provides data relating to Spring term enrollment for preceding fiscal years.

Form F.—Provides data relating to FTEE Enrollment for preceding fiscal years.

Form G.—Provides data relating to followup for the preceding fiscal year.

Step 3—After the local agency receives requested additional data, an in-depth study may be made following the local procedure adopted by the institution. It is anticipated that many of the following factors will be considered during the review process:

1. Labor Demand—Are jobs available now and in the foreseeable future; beginning salary for graduates.
2. Student Interest—Enrollment trends, available labor supply, and attrition.
3. Placement—Justifiable percentage placed in occupationally-related jobs.
4. Financial:
   a. Institutional comparison in relating to state norms.
   b. Identification of individual programs at the local level exceeding state average for comparable programs statewide. Determine cost trend of program(s) under study.
   c. Likelihood of adequate continued funding (local and state).
   d. Faculty load analysis in comparison with institutional standards.
5. Advisory Committee Recommendations.
6. Institutional Value—Assessment of the importance an individual program under study contributes to the cluster, department and/or entire institution.
7. Curriculum—Review present objectives, length, content, format and instructional resources (print and non-print).

8. Delivery System—Instructional staff evaluation, support staff consultation, student evaluation, adequacy of supplies, facilities, equipment, and assessment of program support.

9. Graduate Followup—Job success, evaluation of program, recommendations for improvement, salary data, and location of employment.

Step 4—Following completion of the study of individual programs it is recommended a written report be developed reflecting analysis results and recommended action as well as timeliness.

Step 5—Periodic review to assess progress.

STATE OF IOWA, DEPARTMENT OF PUBLIC INSTRUCTION, AREA SCHOOLS AND CAREER EDUCATION BRANCH
DES MOINES, IOWA

[Program title: auto mechanics; Taxonomy No. 1703020000; fiscal year 1975]

Area school	Direct cost per FTEE (divide column 5 by 4)	Indirect cost per FTEE (divide column 6 by 4)	FTEE (reimbursable and nonreimbursable)[1]	Direct cost excluding capital outlay[2]	Indirect cost excluding nonreimbursable capital outlay[2]	Program length (weeks)[3]	Number of students completing[2]
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XIV	$739.22	$898.10	$44.92	$33,206	$40,343	45	19
VII	964.84	435.58	95.06	91,718	41,407	48	41
II	995.74	1,259.82	44.90	44,709	56,566	72	13
VI	1,012.91	1,369.24	21.75	22,031	29,781	42	15
XII	1,067.40	659.63	51.18	54,630	33,760	48	22
IX	1,078.92	626.14	45.93	49,555	28,759	48	30
XIII	1,106.66	1,129.21	57.61	63,755	65,054	48	28
X	1,119.58	918.93	40.29	45,108	37,024	48	15
XI	1,123.75	982.40	115.51	129,805	113,478	84	32
XVI	1,137.64	622.95	39.82	45,301	24,806	72	11
III	1,148.54	674.07	37.76	43,369	25,453	72	7
XV-001	1,150.08	991.40	35.48	40,805	35,175	48	18
XV-002	1,379.84	1,223.97	18.31	25,265	22,411	72	7
V	1,432.36	1,024.45	40.44	57,925	41,429	72	9
I-001	1,569.68	588.48	29.52	46,337	17,372	72	8
I-002	1,653.29	578.83	16.25	26,866	9,406	36	11
IV	1,849.46	646.98	37.42	69,207	24,210	60	23
Average	1,207.64	860.60	45.42				

[1] From AS-10B.

[2] From CE-4.

[3] From program master.

Note.—Ranked by direct cost per FTEE (Column 2).

DIRECT COST BREAKOUT EXCLUDING CAPITAL OUTLAY

[Program title: Auto mechanics; Taxonomy No. 1703020000; fiscal year 1975]

Area school	Salaries	Percent[1]	Contracted services	Percent[1]	Travel	Percent[1]	Materials and supplies	Percent[1]	Other current expenditures	Percent[1]	Supervision (voc-tech)	Percent[1]	Vocational administration	Percent[1]	Total	Percent
I-001	$36,228	78.2	$703	1.5	$148	0.3	$1,275	2.8			$2,058	4.4	$5,925	12.8	$46,337	100
I-002	16,783	62.5	5,529	20.6	47	.2	1,238	4.6					3,260	12.2	26,866	100
II	39,154	87.6	575	1.3	48	.1	2,906	6.5			985	2.2	1,041	2.3	44,709	100
III	35,283	81.4	1,930	4.5	320	.7	2,179	5.0			3,657	8.4			43,369	100
IV	56,864	82.2	3,095	4.5	904	1.3	2,668	3.9					5,676	8.2	69,207	100
V	48,917	85.4	130	.3	238	.4	5,167	8.9					3,414	5.9	57,125	100
VI	16,623	75.5	45	.2	282	1.3	2,597	11.8			840	3.8	1,644	7.5	22,031	100
VII	58,874	64.2			764	.8	18,692	20.4			5,469	3.8	9,919	10.8	91,718	100
IX	36,342	73.3	2,466	5.0	226	.5	2,834	5.7			6,762	13.6	925	1.9	49,555	100
X	38,666	85.7					2,305	5.1			3,555	7.9	581	1.3	45,108	100
XI	110,631	85.2	2,083	1.6			9,108	7.0					7,163	5.5	129,805	100
XII	45,203	82.7	617	1.1	694	1.3	1,980	3.6					6,136	11.2	54,630	100
XIII	51,218	80.3	2,128	3.3	582	.9	5,048	7.9					4,815	7.5	63,755	100
XIV	25,398	76.5	351	1.1	242	.7	2,781	8.4					4,434	13.4	33,206	100
XV-001	36,546	89.6	554	1.4	59	.1	473	1.2			1,595	3.9	1,578	3.9	40,825	100
XV-002	21,655	85.7	967	3.8	120	.5	1,800	7.1					723	2.9	25,265	100
XVI	38,861	85.8	282	.6			1,237	2.7					4,921	10.9	45,301	100

[1] Percent of direct costs.

INDIRECT COST BREAKOUT EXCLUDING NONREIMBURSABLE CAPITAL OUTLAY

[Program title: Auto mechanics; taxonomy No. 1703020000; fiscal year 1975]

Area school	Administration	Percent[1]	Student services	Percent[1]	Learning resources	Percent[1]	Physical plant	Percent[1]	Organized research	Percent[1]	Total	Percent	Percent FTEE's by function I	II	III	IV
I-001	$2,909	16.7	$3,251	18.7	$562	3.2	$10,650	61.3			$17,372	100		54.7	45.3	
I-002	1,540	16.4	1,721	18.3	298	3.2	5,847	62.2			9,406					
II	8,598	15.2	6,385	11.3	2,712	4.8	38,871	68.7			56,566	100	38.2	29.9	31.9	
III	3,785	14.9	4,374	17.2	1,135	4.5	16,150	63.5			25,453	100	38.1	42.7	19.2	
IV	4,363	18.0	4,201	17.4	109	.5	15,537	64.2			24,210	100		79.1	20.9	
V	5,670	13.7	8,583	20.7	2,975	7.2	24,201	58.4			41,429	100	38.9	37.9	23.2	
VI	2,061	6.9	3,395	11.4	2,220	7.5	22,105	74.2			29,781	100	49.7	22.4	27.9	
VII	10,816	26.1	7,511	18.1	2,757	6.7	20,323	49.1			41,407	100		74.9	25.1	
IX	4,021	14.0	10,479	36.4	3,545	12.3	10,714	37.3			28,759	100	29.4	49.4	21.2	
X	8,053	21.8	5,121	13.8	2,011	5.4	20,788	56.1	$1,051	2.8	37,024	100	22.8	42.7	34.5	
XI	19,863	17.5	17,981	15.8	7,943	7.0	66,785	58.9	906	.8	113,478	100	25.5	51.0	23.3	1.7
XII	4,973	14.7	6,949	20.6	1,257	3.7	20,581	61.0			33,760	100		59.4	40.6	
XIII	15,538	23.9	7,808	11.1	4,914	7.6	37,394	57.5			65,054	100	25.8	47.0	27.1	
XIV	8,800	21.8	7,140	17.7	4,080	10.1	20,314	50.4			40,343	100	22.2	35.4	42.4	
XV-001	7,955	22.6	5,544	15.8	1,235	3.5	20,121	57.3	320	.9	35,175	100	14.2	63.3	22.5	
XV-002	3,645	16.3	2,540	11.3	566	2.5	15,514	69.2	146	.7	22,411					
XVI	4,171	16.8	5,650	22.8	2,016	8.1	12,860	52.3			24,806	100	37.8	41.2	21.0	

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[1] Percent of indirect costs.

SAMPLE LOCAL PLAN—CAREER EDUCATION PROGRAM ASSESSMENT PROCEDURE

It is important that local education agencies establish procedures to periodically assess respective career education offerings for various reasons. Of significance is increased demand for accountability on the part of educational institutions. Another reason is the need for a systematic approach in the identification of areas where improvement is desired. To implement program assessment, procedures should be developed which will result in actions that will help achieve institutional objectives.

Beginning with the 1975–76 school year, a systematic program assessment procedure will be initiated which will normally be conducted on an annual basis. The following steps will describe the typical approach that will be followed:

Step 1—It is felt that program cost is a prime factor indicating career programs requiring in-depth study. To appropriately identify above or below average costs, a statewide cost comparison of comparable programs is necessary. To assist in this effort, the Department of Public Instruction will cooperate with local education agencies in procurement of necessary data. Said data will be jointly reviewed by the division director and respective chairperson(s) to determine whether in-depth study of specific programs is warranted.

Step 2—Should further study of specific programs be warranted, comparative cost data providing greater detail will be requested from the Department of Public Instruction. The objective at this point will be to isolate the factor(s) creating significant above or below average program costs. The chairperson, division director, and appropriate faculty members will jointly review this information to locate factors adversely affecting program costs.

Step 3—Depending upon the nature of the findings in Step 2, further study may be necessary in one or more of the following areas:

1. Labor Demand—Are jobs available now and in the foreseeable future; beginning salary for graduates.
2. Student Interest—Enrollment trends, available labor supply, and attrition.
3. Placement—Justifiable percentage placed in occupationally-related jobs.
4. Financial:
   a. Institutional comparison in relating to state norms.
   b. Identification of individual programs at the local level exceeding state average for comparable programs statewide. Determine cost trend of program(s) under study.
   c. Liklihood of adequate continued funding (local and state).
   d. Faculty load analysis in comparison with institutional standards.
5. Advisory Committee Review and Recommendations.
6. Institutional Value—Assessment of the importance an individual program under study contributes to the cluster, department and/or entire institution [1]
7. Curriculum—Review present objectives, length, content, format and instructional resoures (print and non-print).
8. Delivery System—Instructional staff evaluation, support staff consultation, student evaluation, adequacy of supplies, facilities, equipment, and assessment of program support.
9. Graduate Followup—Job success, evaluation of program, recommendations for improvement, salary data, and location of employment.

Individuals involved in study of the above areas may include the chairperson, division director, respective faculty, student services personnel, Department of Public Instruction consultants, and other appropriate individuals.

Step 4—Following analysis of all pertinent factors, the chairperson and division director will summarize results of the study. The summary will include recommendations relating to action(s) felt necessary to correct factors which adversely affect the program(s) in question. The chairperson will advise appropriate faculty of steps to be undertaken to achieve desired results.

Step 5—Periodic review of the recommended plan of action will be conducted to assess progress made.

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[1] It should be noted that program cost is perhaps best analyzed in a total division or departmental basis. An underlying assumption would be that a high-cost program may be subsidized if the overall average departmental cost is favorable in relation to state norms.

Step 6—The recommended plan of action will be modified as needed, dependent upon the review conducted in Step 5.

In conclusion, it should be emphasized that the purpose of this procedure is to initiate changes which will improve program quality, program efficiency, and overall effectiveness in achieving desired goals. The procedures described in this plan may be revised as needed to insure that sound educational programming may be realized.

Chairman PERKINS. Mr. Simon, any questions?

Mr. SIMON. I have no questions.

Chairman PERKINS. Mr. Hall, any questions?

Mr. HALL. I would like to compliment Mr. Lippold. I see that the placement rate of graduates is over 90 percent, and I think that is amazing.

There is an old quip that after all is said and done, there is usually more said than done. And if we assume for the sake of argument for a moment that money is your number one consideration, I would like to think in terms of a number two or three. I think Congressman Simon was very close to it when he said that maybe the Federal Government could give you some of the machinery that you have in your shops and write it off.

If you go beyond money, what are two or three things that you would like to go to the Federal Government for, if you had your druthers, as they say?

Mr. LIPPOLD. I look at valuation. I would look critically into it. Look, sometimes we can't help ourselves because we are too close to it. I think this is a real service. To give an example, we have GSA. Because we know that they are going to check us occasionally, we sure keep our inventory straight. He comes out and does an efficient job and walks away.

I am saying people need surveillance. Also, you can provide a national movement in areas where they are being shortchanged. I am not talking about money; maybe we have enough, but are not allocating it in the right spot to do the job. That is where the Government has a real responsibility. You can't give everything to everybody. We can't generate enough money as taxpayers to do it. This is another of your roles.

I know it is tough to back off, but I think that is the part you have to play. So I say I personally believe that vocational education needs more money, but I can also say to you, "Take it out of here." That is tough to do, I know, but I think you have to start doing it, because there is just not enough to go around. Some things have been kept going long after they have given their service, and we keep institutions going, and that is now again a critical thing. We need to shift, and when we shift we lose jobs, but new people make new jobs or assist in giving them jobs. With a transition that says "Too bad, you are out," I think that is a bad policy of the Government. We should help to make them shift, and I think we should help them reduce.

As I say, America has got to face that question. Like energy, we have to shift. Do you want to shift? I think that is maybe one of the cardinal rules, that is your role. It is not a good one, and maybe you can't get elected by it, either. That is the tough part about being a politician. Some things you do do not help you get elected. I can prove that.

Chairman PERKINS. We thank you gentlemen very much for your testimony. It has been most helpful to the committee.

Call your next witness.

Mr. BLOUIN. Thank you, Mr. Chairman.

STATEMENT OF FATHER JAMES SULLIVAN, METROPOLITAN OFFICE OF CATHOLIC EDUCATION, CEDAR RAPIDS

Mr. BLOUIN. The next witness—and we will skip ahead one panel—is Father James Sullivan of the Metropolitan Office of Catholic Education in Cedar Rapids.

All right, Monsignor.

Father SULLIVAN. Mr. Chairman, members of the panel:

You kind of caught me by surprise. I was not expecting to be called early. I thank you for the opportunity of being able to be here to speak to you gentlemen.

The concerns that I have expressed are in the written summary I have given to you. The thoughts that I would like to presnt to you now will perhaps run something along the lines that are expressed in that, but it will vary somewhat in giving you some thoughts that I would like to have you consider.

The nonpublic schools in the State of Iowa represent 62,000 students, and 23,000 of those are involved in the Catholic school system here in the northeastern section of Iowa, in Congressman Blouin's territory. We do have the same feelings and the same recognition of the need for a vocational education program as has been expressed by the gentlemen who have given testimony this morning. We seem to have looked at it much the same way as Dr. Benton or Dr. Ballantyne, or any of these other people—that it is for the benefit of the people that vocational education will be brought into the field of education and will be emphasized still further.

We, however, don't look at it exactly in the same way in the sense that the problems that are involved for us are not the same kind of funding problem that is involved for the people who have talked to you before. I guess I could say to you that perhaps they are the same expectations of programs that are built up and alluded to by Dr. Benton and the representatives of Kirkwood and others that say they expect to lose funds at various times. At the present time, our main method of receiving help in the area of vocational-technical programs is through the institutions we have already which have been alluded to, and that is as we would expect, because we are not seeking or looking for separate funding that would begin new programs for us. Rather, I would like to speak to you today in a vein that we would hope to see what is available to us being protected.

During the past summer, with the decision of the U.S. Supreme Court to strike down some legislation which previously had offered aid to us in the area of auxiliary service, as it is commonly known, that we see a process where many of these other types of programs where we are able to participate would also come into question.

We would like to place before the committee the problem of how we are to avoid this and how we can see that the needs of all students are met.

I think perhaps, as I try to state in the paper, that there is no simple solution to this, and I am not here with the idea of being able to offer you that simple solution, but rather offering it more as a challenge to the legislature, to the lawmakers, to be creative in being able to protect the rights of the citizens, that obviously the 62,000 students that I am talking about are citizens of the State of Iowa and have the right to all of the programs which have been mentioned here, and that if a religious test is to be placed on their availability of these programs, having these programs available to them, that certainly seems to be against what is in the minds of the Federal legislature and the State legislature in making available these programs.

So, to sum it up in a very simple and very clear way, I would simply ask that, as you consider this type of funding, that you would continue to seek to find new creative ways in which the legislation that you will implement may in fact come to the service of all students. Basically, I am speaking to the level of participation of programs at the elementary or the secondary level, because once one student from our school moves into the higher education or postsecondary education, that they are making different kinds of choices once again.

Our schools do offer programs that are vocational and technical in nature, programs that have been mentioned here already this morning, not in every school, but in some schools. And we are not seeking funds to continue homemaking or business education or mechanical programs in our schools, but simply asking that participation of students in our other programs outside of our own schools be made available to them.

In closing, I would say that we do not blame the lawmakers for the decisions of the court. I want to make that very clear, that that is not the purpose of my coming before the panel today. But, again, I would like to urg you that you would seek ways to insure that what has become true of legislation that was made for the benefit of all students in the past would not be the type of legislation which you gentlemen will be working on and which the subcommittee is asking for evidenc about today.

Chairman PERKINS. Let me make a comment there.

It was a great pleasure for me to take the lead in writing the Elementary and Secondary Education Act to work with your group all through the legislation. Otherwise, we would never be able to obtain results, and we would never have been able to write a bill. When I realize what the Supreme Court is now doing in reality there is very little left, but to my way of thinking, the program is for the benefit of the child, not for the benefit of the school. We will certainly keep your thoughts in mind. They weigh heavily on me, as far as I am concerned. We do not intend to let it go, both insofar as writing the legislation and insofar as serving your group.

Mr. Blouin.

Mr. BLOUIN. Father, just one area maybe of clarification. Did I get the impression that the administrative problem is implementing the lesser programs, that Federal law requires the private students be allowed in it as such, that it is almost not really worth the effort?

Father SULLIVAN. I wouldn't say not really worth the effort. What happens for vocational, and I should say not in vocational only—like Title I: Reading, the program in which our participation is required, there is, or we have very fine cooperation from the communities there, and Dr. White, who heads one of the groups, will be a witness this afternoon.

The type of thing I am talking about is in the programs that might be offered by Kirkwood at the secondary level, or programs offered on a shared-time basis, for example, in the city schools here in Cedar Rapids, and these are the ones I am most familiar with, that it is very difficult for us to build our schedule in accordance with, you know, what for instance Jefferson High School might be doing here in town or Kirkwood Community College might be doing. So as a result, we do run into scheduling problems.

My students would like to take a mechanics course here, but it is a problem. The transportation, obviously, is also a problem. If the location of our school is at a distance, the student has to have a car of his own or something, because we can't provide that transportation.

Mr. BLOUIN. Thank you. No more questions.

Chairman PERKINS. Mr. Simon.

Mr. SIMON. Just a very brief comment. This is first of all on the constitutional question, because I think there is a great deal of misunderstanding in phrases that are used that are not constitutional phrases, that people somehow believe are in the Constitution. What the Constitution provided was that we would not, for the first time, have an established state church in the United States. No one, you or I or anyone else, wants the church to run the State or the State to run the church. And I use, for the Constitutional example, if the Methodist Church in Cedar Rapids is on fire, we call out the fire department. No one sees separation of church and state means we can't call out the fire department. We do it on the basis of community welfare and the fact that service is available to everyone. It becomes more difficult in the elementary and high school area, because the beneficiaries are generally more limited. It is very interesting that in education at the college and university level, the conconstitutional problems. Do you see that as a long-range possibility—and I realize you can't physically move the schools you have right now?

The shared-time thing, I have noted that in Oregon, I think North Dakota, they now have schools that have been built in close proximity, a Catholic and public school, where apparently the shared-time thing has worked out very well, and has not presented constitutional problems. Do you see that as a long-range possibility—and I realize you can't physically move the schools you have right now?

Father SULLIVAN. Yes, Congressman Simon. There is no doubt we are making efforts in the State of Iowa in our dioceses as to the type of work on these types of programs, too. I guess the problem we would run into with that is being able to discern for ourselves what are the evaluative types of courses we would say we would want to retain, and what we would go to the public sector for.

It is easy when you talk about mathematics or cooking, but perhaps not so easy when you talk about English, social studies and these types of things. And obviously they could in effect be classes that the students would really be interested in.

Mr. SIMON. The real problem is the expensive course, the vocational courses we are talking about.

Father SULLIVAN. Yes.

Mr. SIMON. Typing is another example of a vocational course, and there it seems to me there are no problems—as a Lutheran I should not be speaking for Catholics here, but I gather there are no problems in that area?

Father SULLIVAN. No problems as far as our philosophy would be concerned. It does come down to the point of the problem of, well, I think the administrative ones I mentioned in the paper of "How Do We Avoid Scheduling Conflicts?", and this type of thing, and the transportation problems also. But certainly that is a possibility, and we do attempt to explore it here in the State of Iowa.

Mr. SIMON. It just seems to me, what we have to be looking toward is within the confines of very restrictive Supreme Court decisions, where can we go that is of practical benefit to the total community? That seems to me to be the direction that maybe we will be going in.

Chairman PERKINS Mr. Hall.

Mr. HALL. No questions, Mr. Chairman.

Chairman PERKINS. Thank you very much, Father Sullivan. You have been very helpful, and we appreciated having you here today.

[The prepared testimony of Father Sullivan follows:]

PREPARED STATEMENT OF REV. JAMES A. SULLIVAN, METROPOLITAN COORDINATOR OF CATHOLIC EDUCATION, CEDAR RAPIDS, IOWA

Re: Vocational Education and Catholic School Participation

Mr. Chairman and members of the committee: The question of vocational education is important to non-public schools in general, and to Catholic Schools in particular, for several reasons.

First, we are concerned about the same problems of students who leave our schools, as are the other educational leaders who propose this as the direction of education in the future. That is, in general, we recognize a need to urge the dignity of work as a goal in our schools. We do so from the standpoint of carrying out the work which God gave us in creating the world and recognizing our need to continue this work of creation in building the world to be a place where all men feel a dignity in the contribution they make toward building it.

We also recognize, to state it in very simple terms, that sooner or later every student must enter the work world and that educators need to recognize this. In saying this, we in no way imply that the development of basic educational skills and work habits are not a preparation for occupational proficiency. In fact, these skills do constitute a good part of a successful preparation for work and living.

We recognize the needs of the handicapped and other special children.

Briefly, this means that we in the Catholic Schools have a genuine concern in the area of vocational education.

However, we also have some difficulties. We see the continued emphasis in this area of education, and we see some implications that the total educational program will be revised to see that a proper emphasis is placed on vocational education. Here we become involved in costs and administration for such gigantic and dramatic programs.

The question that comes to our mind and the one we place before you is how the non-public schools are to implement the program and how the students are to be involved in the programs.

The simple solution is to suggest that the programs will continue as before and that the legislation will not be changed in regard to non-public students. Our participation will not be effected as long as the program is available in the local public school district and our students can avail themselves of it by means of dual enrollment or shared time programs. In fact, we now participate in such programs in the State of Iowa. However, only a small percentage of our students avail themselves of the program. This could be attributed to the fact that they are all college bound students and have little interest in or need for such programs. This does not seem to be realistic to believe. Many of them, in fact, do enter the work world immediately after the completion of twelve grades. Rather, it seems to be that they avoid the programs because of the administrative problems involved. That is, schedule problems, transportation problems, limits of class size, etc.

I do not intend to imply that local public school and non-public school administrators do not try to work this out; but rather that at times it is impossible to avoid these and similar difficulties. For this reason the students are not participating in the programs that are available. We would like to see that all students who are in need of or desirous of this type of program would have it available.

It might be suggested that the problems and difficulties we have posed are simply administrative ones that can be worked out on the local level. To a certain extent this may be true, but we feel that there is a deeper problem.—It is exemplified in programs for the handicapped child. At present, a parent who has a handicapped child,—visual, hearing loss, or other physical problem—find it necessary to enroll their child in the public school. In fact, we counsel them to do so, because the program is not available through us. The public school has the funding to be able to work out such programs. We do not use this example to say that we should be given equal funding for an expensive program, but simply to say that it does in fact restrict the options for education of the parent who has a special child. In some way the right of choice in favor of Catholic education is restricted by the need of the child.

We are stating that we hope that proposed legislation would not put further restrictions on the participation of Catholic students and their parents in programs for the handicapped or other vocational programs.

Another example of what we see as the deeper problem, could be taken from the Supreme Court decision of May 19, 1975, in Meek vs. Pittenger. The lawmakers of various states saw fit to provide legislation intended for the benefit of all students regardless of the site on which they were educated, by providing an option for what was commonly known as Auxiliary Services. In one step, the decision of the Supreme Court overturned and negated this legislation. By that decision further cause for concern regarding programs involving public and non-public school cooperation was generated. It is no wonder that administrators do not want to spend valuable time in preparing for programs that may not be continued if tested in court. Indirectly at least, this again places students in non-public schools in a situation of being second rate citizens.

It is a fact that they have become so by the recent decision. Students in need of psychological services, speech therapy, or a social worker, will be able to receive help by leaving the environment which is familiar to them and the teachers they are familiar with and go to a strange building. This hardly seems to be a fair and equal treatment for them when the very placement of the child already indicates a special problem. The other option they and their families have is to forgo their desire for Catholic education and to place the child in a public school. Examples could be multiplied of specific injustices, but this seems sufficient.

With this in mind, we ask that as you prepare further legislation in the area of vocational education, you will take a creative approach. We ask this so that your intention of making laws in education as a benefit to students will truly be a benefit to *all* students, while at the same time protecting their right to choose non-public education. They should not be discriminated against, simply because of that choice. A religious test for these benefits has been established, for all practical purposes, by the Supreme Court. We ask you to avoid this test.

We do not blame you for the court's action. We do urge that you take care that what has been true of other legislation would not become true of legislation for vocational education. Church membership or attendance in a church related school should not be a liability to those people who happen to belong to a church and at the same time are citizens of this state and nation. They are entitled to the privileges and benefits of that citizenship.

We must leave it to others more learned in the law and constitutionality to determine the means by which the rights of students and their families can be protected. We ask only that you continue to seek to do so in the area of vocational education which is now under study.

Thank you for your consideration of these remarks.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. Mr. Chairman, our next witness, since our panel is not here yet, is Mr. Howard Borup, Dupont Corp., Clinton, Iowa, who is chairman of the education committee of the Clinton Chamber of Commerce.

STATEMENT OF HOWARD BORUP, DUPONT CORP., CLINTON IOWA, AND CHAIRMAN, EDUCATION COMMITTEE, CLINTON CHAMBER OF COMMERCE

Mr. BORUP. Chairman Perkins and gentlemen, it is a pleasure to be here today. This is kind of the highlight of my career, to appear before a congressional committee just 3 months prior to my retirement—not retirement from education. But as chairman of the education committee of our local chamber of commerce for a good number of years I have been very active in the program, and on a couple of committees at the State level, so I feel that coupled with the fact I taught school for several years before going to work for Dupont, I have something to offer to this committee.

Whatever I have to say is not a bunch of figures or statistics, but it is merely from observations based on industry people with whom I have contact and with my experience of 34 years with the Dupont Co. as a personnel man, and involved in teaching and training people in industry.

I would like to take first a look at the post-high school segment of vocational-occupational type courses, those that are teaching adult courses in night schools and junior and senior colleges. You asked the question, "Does industry need and use these courses?"

The answer has to be an emphatic yes. There are many good courses offered in our area, courses in electronics and mathematics and shop practice and drafting, blueprint reading, many of which we take advantage of, all providing usable and salable skills to our people.

I am sure you gentlemen realize it is pretty difficult to go out on the street and hire a journeyman plumber or bricklayer or carpenter. Back in industry, if we want that type of person, we get them trained ourselves, or train them ourselves. This is where the vocational schools come into play. Sometimes within the framework of industry we cannot go out and hire the type of craftsman we want to, because the union says we shall offer the better jobs to our more senior people. That has happened. Let them have the opportunity to get these jobs in order to then promote them up the line. Then to get these skills, you have to rely on somebody to train them.

Industry cannot provide all of the training. We do a lot, but we can't provide it all. Therefore, we must rely on outside help from the schools.

I am in a unique position here, I feel. I happen to represent the group of people that provide the wages and provide the profits that you gentlemen can tax in order to pay for all of the things that you people talk about putting into our schools, yet I think I can speak positively on this subject, that we are very much in favor of the schools and what they are doing.

I mostly worked in an advisory committee for the Department of Public Instruction. As far as career education needs information, I worked with that in the State of Iowa. I worked closely with the schools in the Clinton area. Another thing I have been involved in is working with groups at the State level and local level, and I found very good reception and much effort being made to provide the courses we need; except occasionally, of course, we would run into the problem of money. You gentlemen have heard it so often this morning I won't belabor that point again.

I would like to give you an example of what was recently done in our area. We have held meetings, those of us in industry, with training and management and supervision—in fact we had several meetings with community college people, and 1 year ago this September set up a course in management and supervision. We had hoped to be able to generate enough interest for about 40 people in the course who were already in management jobs to get a little further training. To our amazement, we ended up with 88, and had to split the class into two portions, starting one in September and the other in December. At the end we found another 40 people and accepted them, and just a few days ago we started school with another 40 in management and supervision. This course is indicative of the fact the Clinton area is becoming highly industrialized. The last two decades it has grown markedly in the number of factories and plants that are there. So the need is there to provide these courses, and the community colleges have done a good job in providing these courses.

I feel that industry is relying and will continue to rely on post-high school courses to supplement plant training to provide the skills for people to elevate themselves in the various job classifications we have.

In looking at the occupation and vocational thing at the secondary level, most of the people in the employment business feel this area does not provide industry with much as far as training for the jobs, for the entry jobs in the industry. They do a good job in the office education business, and we can hire those people directly and get some good out of them from the first day, but very little is done with training people for entry-level jobs in industry.

Of course, one of the problems is that, and we recognize it, the entry-level jobs are so very difficult for the schools to decide what to train on. So what we do see, as employment people and hiring people and what-not, is that the high school level education should concentrate on the basic three R's, and we had it for years, and we ought to continue, to be able first to read and comprehend what you do. It is amazing how many people getting out of high school can't do it. It could be a simple thing such as a simple way to mix up a batch of something. Writing—to write legibly a simple concise sentence; and in mathematics, to use simple arithmetic, multiplication, division, subtraction, you name it. We need more of an emphasis on economics. We need to have more talks about our free enterprise system. Kids out of school don't even know what it is all about.

We need emphasis on the profit system, and from the profit system there is a thing that provides the wages that provide the tax money which keeps this going anyhow.

We would love to get hired people born and raised on the farm, because these people understand the need for a day's work and understand the profits and understand when you pay someone money for a piece of equipment, that equipment has to pay off. They make excellent employees.

I don't know how you can keep kids in school—and I had trouble with my own kids—but this is something that needs to be done.

Another thing industry is highly in favor of, and it is a subject you will hear about shortly, is career education. We firmly believe that career education is something that is a must, not more vocational education, but career education, teaching people what careers are available, what those careers require also, and what they are offering and what can be gained by those careers. We have people applying constantly that don't have any idea what we make or do or what our jobs are all about. Even with people going to college, we need to do a better job in training people, and from the secondary level on up, and even starting at kindergarten, to understand the various careers we have in the country and head them in the right direction.

I would like to touch on that a little bit later. Well, I will touch on it right now. I would like to close my part of these remarks by talking about an experimental class we inaugurated at Clinton High School.

Three of us who were very voluble about the fact that the quality of people we are getting into industry was not what we liked to see—I made that remark at a meeting where educators were present, and they took a tip on it and said, "OK, let's go to work to see what we can do."

We set up a class which ended up being called science class, and it was designed for people who were seniors in high school not intending to go to college, who had a C level in academic work or better. We put 20 people in the group because this was the size that the laboratory could handle. They attended two periods a day for the first semester, studying basic chemistry, so they could understand what basic chemistry problems there were in the area we live in—and we have a lot of chemical-based industry.

They studied basic physics to understand how machinery works and how gages and gears and instrumentation works; and studied economics to have a better understanding of industry.

The second semester we took the same students and put them in industry two periods a day, 4 days a week, in which they worked on a 1-to-1 basis with an operator at a plant, and talked to him about the job he did and asked questions about the job. Every student who went into this during the semester was able to visit several plants and see at least 25 or 30 different jobs, from the beginning type of job in the plant, a labor type job, through to laboratory and technicians, to helpers and maintenance people, and group leaders, and even members of supervision.

They got a very good look at what industry had to offer.

What did we gain by that: In the 3 years the course went on, we had 60 people go through the course out of a total of 1,500 graduating from high school, and it is a very small number of people, but the people that got through said they had their eyes opened to the point they either wanted to work in industry or they didn't, or wanted to go to college. Some of them opted to go to college, and a couple of them already have 1 year in college, based on what they saw in this particular course. They saw engineers and supervision and what-not had the jobs they would like. They saw some jobs in industry they didn't like at all.

From our look on things, it is money in our pocket, not out of pocket. At least we knew of some who didn't like it after they got training, because they didn't like industry. Some came in and liked it and knew what they were going into, and saw what they were going into before they got there, and are staying and have been good employees.

I would like to close by summarizing what I said: That industry wants and needs vocational occupational education at the adult level, that is the junior college and senior college level, and we are willing to cooperate to make those things succeed.

Industry, except for the field of office education, feels that the vocational courses now offered in most high schools do not help us insofar as training employees in industry.

Industry feels we need to do more of the basics in high school and grade school, the business of economics, say, the three R's; but last but not least, industry feels career education should be mandated for all schools in the United States.

Thank you.

[Statement of Mr. Howard C. Borup follows:]

PREPARED STATEMENT OF HOWARD C. BORUP, CLINTON, IOWA, ON BEHALF OF GATEWAY CHAMBER OF COMMERCE, CLINTON, IOWA

POST HIGH SCHOOL EDUCATION

Courses of Interest to Industry

Those Vocational and Occupational Courses offered in Adult Day and Night Schools, Junior and Senior Colleges in the area of Craft Skills, Mathematics and Management Training are excellent.

These fill the need of training in the highly skilled occupations, especially in plant maintenance, since the direct hiring of skilled craftsmen is no longer possible, due to lack of this type of individual and because of the many management-labor agreements to train current employees for the higher jobs.

Availability of Courses

Schools across the state are making a good faith effort to provide the amount and type of training needed in the particular areas, insofar as funds will allow. Good basic data is being gained through CENIS, Career Education Needs Information Systems. This effort should be continued and expanded in order to keep pace with changing needs in occupations.

Industry's Needs

Due to normal attrition, Industry continues to rely on the educational systems to supply some of the training for higher types of skills. As industries become more and more sophisticated and the need for highly trained personnel increases, there will be more demand for Adult Vocational and Occupational Training. Iowa is becoming more and more industrialized, and the variety of skill is proliferating.

SECONDARY EDUCATION

Vocational and Occupational Courses

These courses at the Secondary Level have less to offer large industry. Most present courses are not oriented toward Industry, and Industry has made few specific requests for courses at this level because the needs would be difficult to define and would vary from plant to plant. The exception is in the field of Office Education. Here the Secondary Schools have done a good job in teaching marketable skills.

Industry's Needs From Secondary Education

Industry personnel, especially those in the employment function, stress the need for a stronger emphasis on the basics of education, Reading, Writing and Arithmetic.

Reading—especially for comprehension—ability to read and follow instructions.

Writing—the ability to write legibly clear, concise simple statements of facts would be a benefit to Industry.

Arithmetic—ability to do simple calculations involving addition, subtraction, multiplication and division.

In addition, many of us in Industry find a need for a better appreciation of the Free Enterprise System, a good foundation in economics, and an understanding of the need for the profit system.

And, lastly in our needs is Career Education in all of our schools. Career Education meaning the teaching of what careers are available; what the career requires in the way of training and background; what the career offers in compensation and satisfaction; and what the job opportunities are in that field.

With such an understanding our students should turn into a more stable and happier work force—there would be less job hopping and more job satisfaction.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. Thank you, Mr. Chairman.

Two questions come to mind. One is found on page 2 of your statement, and you say:

> These courses at the secondary level have less to offer large industry. Most present courses are not oriented toward industry, and industry has made few specific requests for courses at this level because the needs would be difficult to define and would vary from plant to plant.

The one question that enters my mind is this: As someone involved in personnel for 30 years, and you are probably as well equipped as anybody is to answer this question, why is it that way? Why aren't they making progress towards changing it? Where is the breakdown?

Mr. BORUP. The breakdown is probably on both sides of the fence, ours as well as the school's, because we have not been as vociferous about it and have not spoken out loud to tell them what we would have liked to have had.

Mr. Blouin. What can be done to change it? What kind of structure can be developed?

Mr. Borup. The experiment I mentioned is a real attempt in doing something in that field. It is a small attempt, but it is an attempt to help industry to get people interested.

Mr. Simon. If you will yield, you have personally obviously gone out of your way, and you are a member of the committee, you mentioned, but does your local high school, or does the community college where you are, do they come to industry and say "What do you need?"

Mr. Borup. They are members of our educational committee and tell us and ask us what we like, and we are not always able to get them, because there are not enough people to do it, or moneys are not available to expand the courses.

Mr. Blouin. Are you able to predict 6 months or 1 year in advance to the community college what your needs may be if certain developments come, so they can help fill the void before it develops?

Mr. Borup. We have, and we are currently doing it. Of course, the students come up from the school and they ask us our needs, and we tell them.

Mr. Blouin. The other question is in regard to career education. I sensed for a long time, as you stated, this average person comes out looking for a job, and, quite frankly, the average college graduate when they arrive at the personnel desk or leave with the diploma have no idea where they are going or why they are going there, and I sense a tremendous lack in even exposure to basic careers available, as well as equating of careers, so that people don't develop, or develop a feeling of failure if they are not walking around in a nice new suit.

I tend to think this kind of career exposure ought to start in early grades and continue through. I would like your response.

Mr. Borup. Right. It should start right at inception, even before they go to school, and they need to get the feel that a good day's work is an honest task, and getting your hands dirty is not wrong, and you don't have to have a college degree in order to be successful.

We have overemphasized college education, sure, because people feel they are the underdog and not coming up to the standard if they can't wear a white shirt and tie when they go to work. We need to change that.

Mr. Blouin. You feel it should be mandated to be made nationwide.

Mr. Borup. Yes.

Mr. Blouin. Thank you. No more questions.

Chairman Perkins. Mr. Simon.

Mr. Simon. No more questions, other than to commend you, sir, for your interest and for moving ahead as you have done.

Mr. Hall. I want to thank you, sir, too.

Chairman Perkins. You were to me an unusual witness in many respects. I have seen employees of the White House in the presence of President Ford, people in early 60's upset because of not being able to get our people placed. They were on the title V program at that time under the Economic Opportunities Act, and President Ford sent a representative down there to go to the producers of the coal mines and pick up 500 or 600 of them at one time. These men had a fourth to sixth grade education and had been down in the mines, most of them, since their 15th year of age, and they were coal-mine oriented.

They gave them some training at vocational schools, just some general training, but the poor people wanted to have that training, and they made excellent employees out of them. They are there today, except those that have been laid off.

So the idea that the high schools, some of our high schools have not talked to business, as you and I well know, but at the same time some of these youngsters that have never gone to college, not even the 13th year, are some of the best mechanics, are some of the best technicians, some of the best diesel mechanics on the planes in these yards and airports. Throughout the country you will find half of those have never gone to college, and they are outstanding diesel mechanics today.

So I am aware knowing of your great background in industry and industrial development, this just does not coincide with the industry in other parts of the country. The youngster coming out of school seeking employment, certainly needs basic training before he takes any technical training. But where youngsters have received basic training, the basic three R's, reading, writing, and arithmetic, and started high school, and then maybe dropped out, maybe they had acquired the basics in the first to fifth grades. Some of the best technicians we have in the country, or some of the best carpenters we have in the country, in the Cleveland area, Columbus, Ohio, Dayton, Ohio—and I can name you perhaps 100, and in the Smith generation family alone, where there were 10 or 12 brothers and along with the father, all carpenters, and they went in those cities and they became foremen and leading carpenters in that whole area. As foremen, they have hundreds of men under them and they only had a fifth or sixth grade education.

It is hard to evaluate and say as a general principle that in high school they do not get the basics and therefore they are not qualified, because you would find up until the last few years about 70 percent of those youngsters did not go on to the higher grades, and they have produced results anyhow. So this is a flexible situation, it would appear to me.

I listened carefully to your testimony, and I know it may hold true in a community where you have a very high educational skills level and where the youngster may not have gotten much education say up to the high school level, but by and large the youngster that drops out of high school or the grade school, the best technicians we have got in the coal mines back in east Kentucky have only a third, fourth, or fifth grade education. So there is a different situation.

If we are requiring a high degree of academic skill, and perhaps your industry requires a high degree of academic skill, then I would say you are completely right.

Mr. Borup. Thank you, sir.

Mr. Blouin. Thank you, Mr. Borup, very much.

STATEMENT OF PAT DILLON, PRESIDENT, LOCAL 94, UNITED AUTO WORKERS

Mr. BLOUIN. Mr. Chairman, our next witness is Pat Dillon, who is the United Auto Workers Local 74 president, and with a John Deere employees group out of the Dubuque area.

Pat, you have about 20 minutes to play with

Mr. DILLON. Thank you for the opportunity, and first of all, allow me as a labor leader to introduce myself and address and offer testimony to the Congressmen.

I noticed you asked the former gentleman from Dupont, were current teaching methods inadequate?

To supplement what he said, I would like to add to it that machines are constantly changing. The machines they use in the school, both on the vocational-technical level and on the secondary education level are simple engine lathe or single spindle drill, and these machines are constantly changing, and consequently these are obsolete now. I don't believe that these courses that are taught in vocational-technical and the secondary education levels are changing with the times.

The last job I had was about a year ago, and I ran a machine at a mill which was 30 feet long. In conjunction with that I also ran a drill, but the drill had a dozen different heads to it and a comprehensive of some 122 different tools that constantly required changes in settings. They teach you in high school to run a simple mill lathe or single spindle drill, and they are not getting the job done when they do that.

I would like to echo the remarks of the gentleman from Dupont. This is one time I think I can safely say that unions and management agree on something.

As Mike introduced me, I am Pat Dillon, president of the United Auto Workers Local 94, which is a John Deere plant located in Dubuque, Iowa. Currently John Deere Dubuque has about 1,200 employees laid off from their jobs. However, the John Deere Davenport Works and John Deere Waterloo Works are hiring employees with a background in skilled trades, maintenance work, electricians, plumbers and other apprenticeship tradespeople. This, in my opinion, dictates a portion of the needs of the workingman. This, in my opinion points out deficiencies of the school system both in elementary—excuse me, the secondary educational level, and the vocational-technical level.

The workers at factories are not being trained for skilled trades jobs. The company and union people now train these people. They have to serve a 4 to 8 year apprenticeship and training program, 4 years in the plumbing heating and ventilating plan, and machine plan, and 8 year apprenticeships in tool and die classification, electrician and maintenance man.

The basic factory skills should also be taught in our schools today. You know and I know that the three R's, reading, writing, and arithmetic, are necessary fundamentals for surviving in a life in the factory. However, so is how to run a radial drill, a mill, a punch press, and working on the assembly line, reading a caliper, verticle height gauge, and blueprints are also important to the survival of the factory worker.

Eventually I feel the metric system will be introduced and adhered to at John Deere. It is currently a part of the working agreement that tools will be funished by the company in the event this changeover is necessary. Perhaps it is now being taught at these schools. I really don't know. But if it is not, it should be, and if it is not, it better be, because I believe eventually all industry will go to the metric system.

I personally feel the vocational-technical schools are the greatest thing to hit the industrial field in a long time. I know it was not available to me. The people coming fresh from high school ask me, "How can I get hired at John Deere or some other industry in Dubuque?"

Quite frankly, I tell them to go to a vocational-technical school and get a basic course on "How to Weld," or some other trade or some other vocation. If you can tell personnel people at John Deere that you are a class A welder, you are going to get hired. Experience and training are things that people and personnel look for in hiring. We get a very small element of that in some high schools and vocational-technical schools.

I gave you a passout earlier, and it is comprised of a speech I made to a foundry wage and hour council held in Louisville, Ky. in June 1972. At that point in time our foundry was scheduled to be closed. We had some 450 people working at the foundry at this time, which dictated the need that these people had to be retrained. I just offer that as evidence to you that this is not only a current problem, but that it is a pressing problem of our union which has been around and in existence for a long period of time.

But I am happy to announce this foundry closing did not transpire, and we retained the 450 people I alluded to in that speech.

[The information referred to is as follows:]

"LOCAL 94 REPORT"

Pat Dillon, President, Local 94. Employment at the John Deere Dubuque is at an all time high with over 4,000 people in the Bargaining Unit. It is up over a thousand from this time last year.

We are a captive Foundry, with over 450 people presently employed in the Foundry. As some of you people know, our Foundry is currently being phased out. The castings we currently mold will be farmed out to the new Electric Foundry in Waterloo and also to the Silvis Plant in Moline. Several reasons are given for this phasing out. The cost of anti-pollution equiment is the primary reason for the Dubuque Foundry closing down. Also, they are building an ultra-modern Electric Foundary in Waterloo which can handle the influx of castings from our Foundry. Our small castings are scheduled to leave first with our larger castings such as blocks and transmissions following. Originally, it was announced that it would take several years to phase out this work but now it looks like July of '73 is the target date for closing our Foundry. We are attempting to absorb our Foundry people into our shop so no one suffers loss of employment, which leads me to my reasons for being down here.

I have had communications with Nelson Jack Edwards and William Humphrey's, the Assistant Director of the UAW Foundry Department. Bill assured me that a man from the UAW Manpower and Training Department would be at this conference. One thing that I can tell you is that we are not interested in is Project Outreach. This is a pre-apprenticeship training program and we are not interested in making skilled tradesmen out of these people.

What we want is some practical training for these people. How to run a few machines such as a Radial Drill or Mill or other common machines at our plant. We want to teach them how to read a print and learn how to set-up these machines. Simple things like changing tools are hard for these people. We desperately need someone to teach these people how to be good machine operators and assemblers.

We had a guy transfer up to the shop the other day. He had plenty of seniority but no job knowledge. You know what happened to him? The Company said he could not handle the job and sent him back to the Foundry. This is the type of situation we are trying to avoid. We have people that worked in that Foundry for 24 years. People that have had the exact same job for their entire 24 years. [We have a man in our Foundry that Grind Flyweels. He walks out of that Plant as if he still had a grinder in his hands. These are the people who I am concerned about.] It is these people who could use their seniority if they had a minimum amount of training. I don't care if it is only 40 or 50 people we helped. This is 40 or 50 people who I feel would be rehabilitated enough for them to exercise their hard earned seniority rights.

I honestly feel our Company would go along with any proposal we have to offer along these lines. They have given welders to high schools in DuBuque so they are conscious of the needs of the public. I don't see why they would not set up some sort of classes with the UAW Manpower Department.

What I want to know is, if there are any type of training programs I have just outlined available through the UAW? I talked to Nelson Jack Edwards yesterday, a man from Manpower is flying down today to meet with us for this.

I deviated somewhat from our Local Union Report and maybe I should get back to it. I very sincerely thank you and your Department Jack.

We have a grievance procedure that really works. There are two grievances scheduled for Arbitration from our whole chain. None from our Local. All of our old grievances that were scheduled for Arbitration have been cleaned up. Some were paid, some we took a long hard look at and dropped. Those which remained were Arbitrated.

We have a very good safety record in our foundry. We are fortunate to have a compatible company Union Safety Committee. Now that our foundry is closing, it seems we are getting a few things done.

In closing, I would like to relay a story I heard. This is a story about a foundry worker. During the noon hour the President of a Corporation jumped on a platform and called up an overall clad worker. Fellows, I want you to see how I reward a hard-working, energetic young man. This man has been with the company for less than a year. He has displayed leadership qualities that warrant him a salary raise. Therefore, I am pleased to announce that starting tomorrow this man will come out of his overalls and into a suit. $80,000. Congratulations to you sir!

The workman looked at him, shook his hand, and said "Gee, thanks, Dad."

Mr. DILLON. As time goes on, jobs of a more technical nature develop. I was hired in 1960. I was hired as a mill operator on a head line. I don't know if you are familiar with the terminology I am using, but a head is the integral part of the machine that requires an awful lot of attention; therefore, we had some 18 people working on this line.

In 1968, we got a new line. Two people put out the same volume of work as 18 people had previously. This line was very highly automated. One person put the heads in. It was a rough casting, they put it in and it went down the line to about 50 yards later and many tens of machines later and another man took them off. There was one man in the middle resetting the tools and keeping the tools sharp. But, as a result of this system, it required a lot more maintenance. It seemed like it was always "down," and there was constantly a maintenance man or electrician or some other skilled tradesperson there ready and able to fix the machine breakdown.

Highly automated lines require work of a more technical nature. I think that this example underscores the increased future needs of education and training. What we need is a basic education program which gives the unemployed and underemployed the academic skills needed to become employable.

I am not going to attempt to tell you people your job, but the economic purpose of government is to redistribute the wealth of the Nation. We of labor would like to have a small portion of this country's wealth set aside for practical training and education.

With that, I close my presentation, and I thank you gentlemen.

Chairman Perkins. I missed the first part of your testimony. I want to say at the outset that the majority of the high schools throughout the Nation do not have the equipment to train the ladies and gentlemen for occupations that will permit them to earn a livelihood. The area vocational schools and their satellite schools, where these high school youngsters are fortunate to come and attend those schools, they do get a very worthwhile training. But the youngsters that have dropped out of school, they don't go back to the high schools because they got no vocational training there that was of any substance, but they go to an area vocational school, which, to my way of thinking, has given them excellent training, and they have been able to obtain a job through that training.

I would think if you check on the automobile workers in the city of Detroit, as many as we have in eastern Kentucky, you would find very few of those employees have any college education, very few of them. A few might have a college education, naturally, but the ones from eastern Kentucky, by and large, have taken their training in the vocational schools, not the high schools, but where they had the equipment that was topnotch and that was up-to-date, not outmoded. Even Ford has come into our area and employed hundreds of workers with 4th and 5th grade educations. So naturally, I am not here arguing against the technical schools, because we need them, by all means. Not everybody is going to get a college education by any means, and when they get through high school the technical training naturally will enhance their opportunities for obtaining employment and will make them more responsible citizens and able to earn a livelihood.

The only thing I kind of disagree with in your testimony is the high schools of the country are not equipped to give the type of vocational training to prepare people for the jobs, prepare these younsters for jobs. There are very few high schools in the country that have that type of equipment, that is in welding, auto mechanics, data processing, but you have those in the area schools. And at Lafayette, Ky. you will find 95 percent of those youngsters or 98 percent are in demand before they even get through school. The employers are there to pick them up. That is where you have good area vocational schools, and of course, many of those students are younsters that have gone through high school and then go to that area school instead of going to a technical junior college.

In this particular area I represent, the area schools that have the facilities are the ones, and not the technical, or not the junior colleges, that have these facilities. You have an exception here at this great institution, and there are hundreds of exceptions throughout the Nation.

My only point is, in writing the legislation, we have to be flexible, and we don't want to overlook the disadvantaged and the handicapped if they are not going to college but are in an area school that has up-to-date equipment and which is being well managed. I don't think there is much disagreement between you and I on this, but I wanted to make clear I don't know of any high schools in my area that have vocational equipment that would allow a youngster to earn a livelihood. I don't know of any. But on the other hand, vocational schools do have that equipment, and the vocational schools' equipment is far superior to any equipment that we have in the junior colleges back home.

That is the difference. It is a different setup than we have in different parts of the country. That is just one of those things. Instead of going on to college, a graduate of high school, he goes to that area school.

Do you have any comments on that?

Mr. **Dillon.** Yes.

Chairman **Perkins.** Go ahead.

Mr. **Dillon.** Not to be disrespectful, sir, but George Washington spent 4 years in school, and he rose to be President of the United States. I don't advocate that 4 years is enough for everybody, enough training that they could rise up today to be President of the United States.

Perhaps you missed my point, or perhaps I didn't make myself clear enough. I don't really advocate these 30-foot multiheaded drills going into high school, but my point was I think the technology is outdated. I think more advancements are necessary at the high school level.

Chairman **Perkins.** I agree with you, there is no question about that.

Mr. **Dillon.** The only drill I ever knew before I went to high school, and I went to parochial school, incidentally, and we never got that kind of training at all, and the only drill I knew was a hand drill, and all of a sudden these guys in the public school are telling me that there is a drill that comes down, a single spinning drill. So I heard about that.

When I got out to my job out there, I looked at a drill that had 100 drills on it with 100 different settings and 100 different taps.

My point was, Mr. Chairman, I just don't think the technology used in today's schools is sufficient to prepare them for factory survival.

Chairman **Perkins.** You mean high schools alone?

Mr. **Dillon.** That is correct.

Chairman **Perkins.** I agree with you, in the high schools alone.

The trouble down home is we have youngsters in high school that want to go to the area schools, and the area schools cannot accommondate them for a 40-minute class or a 1-hour class during the day, and we have 1,400 or 1,500 high school youngsters that just don't get any exposure at all in one section of my district, because the area schools cannot accommodate them.

We have the community college in our section, the Ashland Community College, which is wonderful. The enrollment has increased 300 percent in the last 2 or 3 or 4 years. But they do not have the facilities. The facilities there are in that area vocational school.

So here at Kirkwood you have an entirely different situation. You have one of the most modern technical institutions in the United States. You have the modern facilities here, and you have the variety of training courses which qualify the ladies and gentlemen that get through these courses.

In the average course down there, the time in a welding course, was 14 or 15 weeks, and they had one youngster they tell me that graduated in 4½ weeks. I can weld a little myself, and that is the reason I went into it a little this morning down there, just checked into the situation. So it would appear to me that schools of this type certainly should be given more money than the other technical junior colleges where they do not have that equipment and where the area schools do have the equipment, that they should likewise be funded.

That is my view at this time. With that one board that the school superintendent so ably testified about this morning that would be fair and impartial and see that the youngsters are not discriminated against anywhere in the State insofar as obtaining the best training possible, so that they can earn the best livelihood possible.

I don't think there is too much disagreement between us.

Mr. DILLON. No: I don't either, Congressman. I agree that these types of schools are necessary and provide a very basic need in academic skills and technology needed for the life in the factories. My point was, I don't think you can get 1975 technology out of 1925 equipment.

Chairman PERKINS. Well, now, that is absolutely the truth. Most of the high schools, I presume, where you have that equipment, it has been so far outmoded and outdated, that may be like the old block and tackle and planes and saws we had back in the days when I took industrial arts and manual art.

Mr. DILLON. Do you have any other questions?

Chairman PERKINS. Any questions, Mr. Hall?

Mr. HALL. No questions.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. I have one question, Pat—and I hate to put you in a position of speaking for labor in northeast Iowa generally, but do you know whether labor and management are generally consulted or work with the educators in vocational education to try to setup courses that meet the needs of industry as you see it, as seen through your eyes?

Mr. DILLON. To this extent, I think they work pretty compatibly. That is, that I have seen industry in Dubuque that has donated machines to a high school that are needed, but perhaps it is old and obsolete and, well, you know, it is not brand new equipment. But as far as the programs and conferences or needs of factory workers, I don't think that is evident, and I really can't testify to that.

Mr. BLOUIN. Do you think it would be helpful to develop that as a part of a regular basis for steering type courses?

Mr. **Dillon**. Very good. I think it would be good for the leaders of the school systems to work in harmony and concert with the factory and employment personnel at various plants.

Mr. **Blouin**. Thank you, Mr. Chairman. No other questions.

Chairman **Perkins**. Mr. Radcliffe.

Mr. **Radcliffe**. Just briefly, Mr. Dillon, and I hope the chairman will indulge me, I would just like to make the observation that I think we need a lot more testimony from people like yourself and Mr. Borup, and that more importantly there needs to be a lot more communication between the schools and industry and labor, which is happening experimentally in some places in the country.

The National Institute of Education is financing four experimental programs in the schools across the country designed to do that, that is, to involve the whole community and get labor and management working cooperatively with the educational system. You might both be interested in exploring what they have found out in terms of this. They call it, I believe, a community-based career education program. I think it might be very useful to try in any community. I am trying to promote it in my own school district.

Mr. **Dillon**. Who could I write to?

Mr. **Radcliffe**. Dr. Corrine Reider, National Institute of Education, Department of Health, Education, and Welfare, Washington, D.C.

Mr. **Dillon**. Thank you.

Mr. **Radcliffe**. Thank you, Mr. Chairman.

Mr. **Blouin**. Thank you very much, Pat.

Our next witness if Mr. Robert Koons, who is manager of Clinton Corn Processing in Clinton, Iowa, and also a member of the board of the State Department of Public Instruction, and is probably most instrumental in implementation of career education in secondary schools in Iowa.

STATEMENT OF ROBERT G. KOONS, MANAGER OF EMPLOYEE RELATIONS, CLINTON CORN PROCESSING CO., MEMBER, STATE DEPARTMENT OF PUBLIC INSTRUCTION

Mr. **Koons**. Thank you, Congressman.

Chairman **Perkins**. Let me interrupt you before you start to say that before you conclude, Bob, I will turn this meeting over to your own able Congressman, Mike Blouin, and no one can do a better job. In fact, he would make a great Speaker in the House of Representatives.

I really enjoyed my stay here in visiting this city with Mr. Blouin and Mr. Hall and Mr. Simon and Al Quie and other members of this committee. We hope to write a piece of legislation that we hope would see more funding come out of Washington. It is going to be real difficult to get that job done, but we will do our darnedest to get that job done.

Mr. **Koons**. Thank you. I do appreciate the opportunity to be here, and I am glad you won't be walking out on me personally, Congressman.

I want to say that I am here as a "user," perhaps of the product of the educational system.

Chairman PERKINS. Briefly, I may not hear all of your statement, but tell me what your "processing" job is? What is it comprised of?

Mr. KOONS. First of all, I have been promoted. I am not manager of products, but manager of employee relations at the Clinton Corn Products Co., and we are a processor, a sweet corn miller. We take sweet corn and take the starch out of it and convert it, make sweeteners, starch, animal feeds and so on.

Chairman PERKINS. You process this?

Mr. KOONS. It is a continous processing industry, basically chemical in nature. We, therefore, use all the product of education, from the labor through the—that is, unskilled labor, through the semiskilled mechanics, and, of course, paraprofessionals and professionals. We employ about 1,500 people at Clinton, and we are building another plant in New York, which will propably be followed by others. We are directly related to Iowa and its principal product, corn.

Chairman PERKINS. Right here in the mill where you employ 1,500 people, is that all corn in there right out of the fields; you take it with the moisture in it, or do you take the moisture out of it before you begin processing, or how do you do it?

Mr. KOONS. We buy No. 2 yellow shelled corn from the farmer, and it could come direct from the field, although there is usually an elevator in between.

Chairman PERKINS. Yes.

Mr. KOONS. But we will take trucked corn if we can handle it, and process it from there. We would like to get 15½ percent moisture corn, but it does not grow that way usually, so we do take corn of high moisture up to 30 percent—but we don't like to make that figure public.

Mr. SIMON. If the chairman will yield, do you get any corn from that great corn-producing State of Illinois?

Mr. KOONS. Oh, you bet we do. Everything we ship West comes from Illinois and everything we ship East comes from the West. I don't want to get into the railroad transit business here, but there is also a deal there.

From this corn, then, we make a number of products, as I say, including, incidentally, grain neutral spirits, alcohol, drinking alcohol, that is.

Would you want further information on that, Mr. Chairman?

Chairman PERKINS. Yes, go ahead. I would like some more. Not on grain alcohol spirits—I know enough about that.

Mr. KOONS. You can make ethyl alcohol or grain neutral, you can make neutral spirits. You can make alcohol from natural gas or from starch in corn, but you do it by fermenting an extraction of the starch in corn, and you get what we call grain neutral spirits, and ethyl alcohol is ethyl alcohol, regardless of where you get it.

As a result, you see, we are basically a chemical industry, just as much as Du Pont is. We use this wide variety then of the product that comes out of the educational system. I think I said before that as a member of industry, also a member of the State board of public instruction, I come perhaps in a unique capacity, or a little different capacity in that, OK, I represent a user, and as such I am greatly concerned with the product and how we get it. More specifically, each day I see—or I should say this:

Industries are confronted with the problem that many people who are graduated from our school system are poorly prepared to function effectively in adult life. I am going to speak in general concepts here rather than specifics of the law. That is because I don't feel qualified; I don't pretend to know all of the details of the law. However, it is my understanding that the purpose of education is to prepare the individual to function effectively in adult life, both from the standpoint of earning a living as well as living a life.

I want to take just a minute on this introduction statement, because I think the committee should take this whole picture into consideration as they develop legislation. In other words, I do not believe that you can develop effective vocational legislation without considering all of general education. Vocational education does not exist in a vacuum. It depends on the rest of education as well as the rest of education depending on it.

We daily have people coming to us who do lack adequate basic technical skills of even an entry-level nature for many of the jobs that we have. I think I can speak for the bulk of industry as well as my own company. Also, many lack competence in dealing with their personal affairs, with their fellow employees, or their employer, and actually they are also ineffective or relatively ineffective as to making worthy use and satisfying use of their leisure time.

Now, this lack of self-knowledge and marketable skills even at the entry level causes, I think, many, if not most, of society's problems today. In other words, the poorly educated person or the improperly educated person tends, because of his narrow field of interest, if you will, to center all of his life on his job. No job can possibly provide all of the satisfaction a person needs to live a life.

Now, becoming dissatisfied with his job, he seeks other outlets. He seeks it in many other directions, one of which is labor strikes. I am a firm believer as a labor negotiator for the management side that much of the problem I deal with in negotiations stems from the fact he has no other opportunity to raise hell, if you will pardon the term, and he will, as an individual, achieve recognition at this time of year if at no other time.

Now, the other element that enters all of this, and what is even more sad, is that many of our demonstrations, if you will, are demands for recognition that the individual doesn't get otherwise. Even if we succeed in granting them, he is going to find himself unable to handle them; therefore, he is going to be soon frustrated.

OK. With that in mind, I will now jump to some recommendations for legislation—and you probably didn't think I would get there, but I did.

I would like to first make a comment on curricular offerings. I think major attention needs to be given to the expansion of curricular offerings, especially in our secondary schools where it is necessary that we have a broad vocational offering, and also begin to expand the community colleges where we have seen an increased demand for vocational education, vocational-technical offerings, whereas we have had a stabilizing or somewhat declining arts and sciences interest.

We certainly must evolve some innovative approaches if we are going to serve the 47 percent of our high school population who are currently in the State of Iowa being offered only minimal curricular offerings in vocational education. Iowa is an outstanding State in the case of vocational education. However, it is concentrated in the larger attendance centers. We need to do something with the rural areas, semirural areas, who are being largely neglected, and that is where I say I hope you give the attention to innovative approaches in your legislation, to cover this deficiency.

It is my opinion that Federal funding for vocational education needs to be provided to allow, not only for expansion of vocational offerings, but for the continuing support of existing vocational programs. That is the closest we will get to money. You have already been impressed with the need for money.

I am concerned about the comments about seed money, which I think are great, but I think there needs to be legislation enacted that will provide for continuation of an existing program. I have seen from personal experience several programs that were dropped, that were started only to be dropped, basically for lack of funds to continue, because the seed money was used up, and they couldn't carry on—and there was a need.

In the area of personal development, I think that education needs to be structured in such a way as to provide for human development on a progessive basis for individuals, so that individuals on leaving high school can control their own destiny. That gets back to my preliminary remarks a little bit, but I deeply believe what I am saying, that total development of individuals graduating from our secondary school system is an absolute necessity.

In order to do this, in order to become increasingly effective, I think it is essential that all instruction, beginning at the preschool level even, be made more pragmatic and I am getting into something Mr. Borup discussed with you then, that is, the career education concept. I think it is the best vehicle for achieving this.

Now, it is extremely unfortunate, and I would hope you gentlemen would be able to watch this as you draft the legislation, but I think it is extremely unfortunate that the career concept of education has been either inadvertently, deliberately or mistakenly confused with vocational education. The two are not the same. This is recognized in the passage of the law involving career education last November. Actually, all education is career education—or it should be. Vocational education has been defined by Dr. Benton in his list of definitions he gave you, as well as career education, so I won't go into it. I would simply call your attention to the fact that there is great confusion existing, partially I think due to the fact that originally the career concept was funded from vocational funds, and I think it is time that in the new legislation that you are aware of this confusion and try to straighten it out. I would strongly recommend, therefore, that career concept of education be defined, implemented and funded in its own right.

Chairman **Perkins**. I agree with you, and I agree with your statement 100 percent.

I have to leave now.

Mr. Koons. Thank you for this opportunity.

I will continue by saying that I would suggest you consider funding of career awareness and exploratory activities under the provisions of educational amendments of 1974, that is Public Law 93–380. Preservice teacher education and inservice reorientation of teachers is needed to carry out the implementation of the career education concept in an orderly manner.

Amendments to Public Law 93–380 should provide for the channeling of funds through the State education agencies so it is possible to hold an agency accountable for implementation of a concept within the State. As it is now, everybody charges off in his own direction to whatever degree he thinks it is necessary, and sometimes, in my opinion at least, they don't see the true picture.

With respect to teacher effectiveness, I think there are four recommendations I would make with respect to doing the best job on vocational education and the career education concept. They are in my testimony, so I won't take your time reading them off. I would, however, just refer to item 4, which may sound to you a little offbase, but I think it is something that needs to be called to your attention. We should devise, I say, a national system for evaluating teacher performance and effectiveness, and it should be made a part of a merit increase salary program—and I can almost feel the slings and arrows coming at me from behind here. But I say that in good faith, and I say a national system, so that it takes the heat off of us and puts it on you.

Mr. Blouin. Thanks a lot.

Mr. Koons. That's all right; any time I can help, Mike.

In all seriousness, the teaching profession is not that all opposed to a merit concept, but are concerned, and rightfully so, that it be done and developed on a good basis. I think perhaps the talent at the national level would be capable of doing that, obviously with input from us locals.

Mr. Blouin. OK.

Mr. Koons. In the area of State policy authority, I would recommend that you give this consideration: First of all, continue to demand that educators use a management by objective system for operation of the education enterprise, which is essentially a State plan for vocational education. I know that is in the existing law, but don't let it drop out of the rewrite. There is a movement, there is a segment of opinion, and you may hear it later this afternoon, I don't know, that does not necessarily believe this is the way to go. I think the State plan does provide the basis for good sound programing and accountability, and I would hope you would keep that in the legislation.

In general, I would hope you would look at the terminology of any new legislation you enact. In the past, a variety of terms have been used to designate the same subject. The result is that educators engage in extended debates on definitions and semantics. If you can come up with one definition of "vocational education," another of "career," another of "occupational," and so on, you will be doing a great service to the whole area.

Now, I would like to say this, too: That during my years of association with the various industries, and various areas of education, I think one of the best things that has happened has been the advisory committees that have been specified in the law, and I would hope these will be continued, specifically the State advisory councils on vocational education. These, incidentally, do exist at the local level, although I don't believe they are implemented sometimes. This is where I got my start. That is, when one of the local educators, Jim Law, got me going on it, and I have not been out of its since. Nevertheless, it does provide a good input properly used for the people who are directly concerned with getting what they need out of or into the educational system.

So again, I would thank you most sincerely for the opportunity to appear, and I will be available to answer any questions.

[The prepared statement of Mr. Koons follows:]

PREPARED STATEMENT OF ROBERT G. KOONS, MANAGER, CLINTON CORN PROCESSING CO., CLINTON, IOWA

Chairman Perkins, Congressman Blouin, and members of the Subcommittee. I appreciate the opportunity to convey to you my personal thoughts concerning the legislation which you are considering pertaining to vocational and technical education. My background has caused me to be very concerned about education, and for this reason I have become involved in education matters. I am currently Manager of Employee Relations for Clinton Corn Processing Company and have been involved in personnel and industrial relations work all of my professional life. I have served as a member and chairman of the county board of education in Clinton county for approximately ten years, and have also served as a member of the State Advisory Council on Vocational Education for a period of four years, serving a term as chairman of that organization. I am currently in my second year of a six year term on the State Board of Public Instruction.

Gentlemen, I'm a firm believer in the principle that changes must be brought about by constructive and positive suggestions and action. Conversely, I believe that before one can develop objectives for change and improvement it is necessary to inventory and analyze problems. For this reason, I would like to visit with you first about the problems that I see in our education system, then suggest actions that should be taken to cause improvement.

My comments are meant to be of a constructive nature. In no way should they be interpreted as an indictment of the present system. Many fine and dedicated people have done outstanding work in the field of education and our present system reflects this. There is always a need, however, to update and improve as conditions change. It is in this light that my comments are made.

I. INTRODUCTION

Industries are daily confronted with the problem that many people who graduated from our school systems are poorly prepared to function effectively in adult life. My understanding of the purpose of education is that the system exists to prepare the individual to function effectively in adult life both from the standpoint of earning a living as well as living a life. We daily have people requesting employment who are lacking adequate basic skills in reading, writing, mathematics and other subjects. They also lack basic technical skills, of even an entry level nature, for many jobs in which there are great employment opportunities. Many lack competence in dealing with their personal affairs, fellow employees or their employers, and are also ineffective in making worthy and satisfying use of their leisure time. This lack of self-knowledge and marketable "skills" causes many, if not most, of society's problems today. The poorly or improperly educated person tends, because of his narrow field of interest, to center all of his life on his job. No job can possibly provide all of the satisfaction a person needs to live a life. Becoming dissatisfied with his job the person seeks outlets in other directions only to find himself incapable of coping effectively with the world around him in general. The end result is often labor strife or demands for recognition as an individual which, when and if granted, he finds himself unable to handle and, therefore, still frustrated.

With the preceding in mind the following problem areas of education, loosely defined as problems, are submitted for your consideration.

II. PROBLEM AREAS

A. Curricular Offerings

It is my opinion that the current subject centered instruction in our schools is not achieving the goal for which schools were established. I support the concept of general education. I also believe that schools must provide a broad range of basic job skill training. All schools provide general education opportunities; however, too many do not provide opportunities to satisfy the vocational needs of students. We know that individual motivation for learning varies greatly. The narrow curricular offerings presently available in many of our schools do not recognize this variation and accordingly fail to meet the needs and interests of many of the students. I've been made aware recently that, on a statewide basis, approximately 47% of our students in high school have one less vocational programs available to them. This means that nearly one-half of the students in the State have a very limited curricular offering available to them.

B. Personal Development

We find that people who apply for employment are lacking in personal growth and the knowledge of themselves in the real world. In addition, they lack knowledge of the practical economics of our society including the interrelationship of "land, labor and capital". The end result is that much general education instruction has not been effective when measured by graduate performance.

C. Teaching Effectiveness

The approach to teaching and the philosophical orientation of the schools is likely much of the cause for the individual's lack of success in the adult world, rather than the content being covered. It appears to me that these problems are due mainly to the single-mindedness of professionals in education and a general public that believes the only road to success is through an academic type of education taught almost exclusively in the theoretical and abstract mode. It is a reflection of text book instruction taught generally by people who have never been outside the academic world.

D. State Policy Authority

Another problem with the educational system in our State, as I suspect is true of many other states, is the lack of authority of the State Board of Public Instruction, and inadequate communication between the State Board members and local board members. Educational policy-making and control reflects a curious mix of authority including federal responsibility delegated to the State. The Congress and the Federal Administration then mandate changes through laws and regulations. To complicate matters the State Legislature enacts precise laws which places them in the role of a state board of education. Finally states, generally have delegated the control of education to a locally elected board of education. Currently, I doubt that members of local boards of education really believe they control the local education program. The capstone to this confusion is an item called administrative policy. Administrative policy is usually enacted through the use of educational jargon that few understand, including some educators.

III. RECOMMENDATIONS FOR ACTION

Positive action needs to be taken in many directions. It is recognized that the U. S. Congress can play a very important role in improving educational efficiency in states and it is necessary that the Congress assume this responsibility because of the division of power of education at the Federal, state and local levels.

A. Curricular Offerings

Major attention needs to be given to expansion of curricular offerings, especially in our secondary schools where a broad vocational offering is essential and also in community colleges where we see an increased demand for vocational-technical offerings and a stabilizing or declining demand for arts and science instruction. Innovative approaches need to be implemented to serve the 47% of our high school population who are being provided only minimal curricular offerings in vocational education.

It is my opinion that federal funding for vocational education needs to be provided to allow not only for the expansion of vocational offerings but the continuing support of existing vocational programs. All too often programs are started and when the federal funding runs out are dropped to be replaced by new programs that, in many cases, are not as valuable as the old. In our State, local and area schools have had budget ceilings imposed on them. Many vocational programs are more costly than general education instruction. For this reason local boards are often not able to continue providing vocational offerings unless some ongoing support is available from federal and state sources.

When I use the words vocational education I am referring to programs that are designed to provide the individual with specific skills and related technical knowledge which will qualify the individual for employment in some job.

B. Personal Development

Education needs to be structured to provide for human development on a progressive basis for individuals so that individuals will, upon leaving high school, be able to make the decisions necessary to control their own destiny. The total development of individuals graduating from our secondary school systems is essential.

In order to increase effectiveness in this effort it is essential that all instruction, beginning at the pre-school level, be made more pragmatic.

I believe that the Career Education Concept is the best vehicle to achieve this. This is a new concept of general education to teach awareness of self as well as exploration of individual interest and ability from the standpoint of both intelligence and physical abilities. It provides the individual with the opportunity to become more aware of his own talent and abilities and conditions that exist in the real world outside the school and the home. Part of the Career Concept also provides the opportunity for work exploration opportunities either in school (similar to industrial arts) or though on-the-job experience.

Awareness and exploratory experiences are, or should be, an integral part of the general education curriculum.

It is extremely unfortunate that the Career Concept of education has been either inadvertently, deliberately or mistakenly confused with vocational education. The two are not the same! Actually all education is, or should be, career education. Vocational education is that it always has been (see previous definition), just as is the case with general education. This confusion between career and vocational education perhaps arose from early legislation which provided that the Career Concept be funded from vocational funds.

I strongly recommend, therefore, that the Career Concept of education be defined, implemented and funded in its own right without penalty to the vocational education effort and that state departments of vocational education be required to use that title and not confuse the issue further by designating themselves as custodians of the Career Concept.

I further suggest you consider funding of career awareness and exploratory activities under provisions of the Education Amendments of 1974 (Public Law 93–380). Pre-service teacher education and in-service reorientation of teachers is needed to carry out the implementation of the career education concept in an orderly manner. The Education Amendments of 1974 provide encouragement for the implementation of career education on a statewide basis. State departments should be responsible for coordination of statewide pre and in-service training of teachers to the career education concept. Amendments to Public Law 93–380 should provide for the channeling of funds through state education agencies so that it is possible to hold an agency accountable for implementation of the concept within a state.

C. Teaching Effectiveness

In order to accomplish the purpose and do the best job for vocational education and the Career Education Concept, four activities should be undertaken:

1. We need a radical reorientation of teacher education programs to get

away from text-book centered instruction; schooling activities need to be extended beyond the walls of the school.

2. We need to reorient the currently practicing teachers to include "real world" content in instruction.

3. In order to achieve the implementation of career education it is necessary to require pre-service teacher education and in-service reorientation to this concept.

4. A national system for evaluating teacher performance and effectiveness should be devised and made a part of a merit increase salary program.

D. State Policy Authority

I wish to offer the following suggestions for federal legislation which will help effect change in the conditions upon which I have elaborated.

1. First of all we need to continue to demand that educators use a management by objective system for operation of the education enterprise. More specifically, I'm suggesting that there be a requirement for a State Plan for Vocational Education.

2. In order to provide a coordinated and articulated growth of vocational education at the secondary, postsecondary, and adult level it is necessary that there be maintained, in any federal legislation, the requirement of a single state agency responsible for administration of vocational education. Should these provisions be included in the legislation, the State Boards and State Departments of Education will continue to grow in their leadership.

E. General

I believe it is essential for any new legislation to contain uniform terminology. Vocational education means preparation for employment in a job. Career education means a new concept of general education designed to make the individual aware of himself, his interests and abilities as they relate to ultimate career objectives. Use of terminology in all bills relating to education should be the same. When this is not the case there is always loss of efficiency in production by educators while they engage in extended debate on semantics.

During my years of association with various agencies of education I have sensed the need for an independent group of citizens to act in a catalytic manner to effect constructive change. The 1968 Vocational Amendments provided for such a group identified as the State Advisory Councils on Vocational Education. It is my opinion that these groups have made a positive contribution toward the improvement of education. I would encourage your retaining provisions for these advisory groups in future legislation.

Thank you for the opportunity to express my views before your committee.

Mr. BLOUIN [presiding]. Thank you very much. One or two questions came to my mind while you were talking, and one that deals with the career education concept, and thinking back to what the gentleman from Dupont had to say, it is your belief, too, the best way to approach it would be on a national, almost mandated basis, starting in the early grades with career awareness, a career exposure kind of program?

Mr. KOONS. I think it would be. I debated this with Dr. Benton, and I am always after him to say, "OK, if they won't do it voluntarily, make them," and we carry this on at some length.

Seriously, I fight myself. I am for local control, but there is some centralized push needed, I believe, and I would agree to some type of mandate that this be implemented in general education. Bear in mind—general education.

Mr. BLOUIN. That is also, quite honestly, one of the problems I found at the Federal level, especially in education. There seems to be a real desire not to continually mandate even a school lunch program, but rather to leave it to the State to do the mandating, and the premise is they are supposedly closer to the people—and in most respects, they are. It is a tough question to come to grips with. What is the best approach?

Mr. Koons. Right along this line, I left out one area of two pages, and that is in terms of teaching effectiveness. One of the problems, if you don't have a mandated approach, is that the teacher training institutions, going down their—and I have debated this with some of them, so I am not saying anything out of hand—but going down their traditional approach, training the teachers, aren't all that overwhelmed with new approaches to education. Any mandated career education concepts would require that the teachers be reoriented or the curriculum be reoriented, and that the teachers who are already in the system be reoriented.

Now, many of them are doing this voluntarily. Excellent progress has been made, but it could be better.

Incidentally, I would not have my comments construed as thinking that the education system as it exists in Iowa is no good—no way, because it is excellent. But we all need to react to changing times and needs, and that is all I am saying here.

Mr. Blouin. Thank you.

Mr. Simon.

Mr. Simon. Thank you, and first of all, just a general kind of question, in response to your general introduction here, which I applaud. I think you are. I have to believe you are a very valuable advisor to the State group. I don't know if Dr. Benton is still here or not—you may wish to respond to this, Dr. Benton. I am curious, this latest report of the study had shown again a decline in the college entrance, college preparation DVTA scores, showing again a drop in both verbal and written skills. I don't expect the schools to do something that is not done in the home, but I am curious as to what your reaction is to something like that. Obviously some of the points you have here address that. You are correct in saying you can't talk about good vocational education if we have not provided the most fundamental type of education. I am curious as to your reaction, and, Dr. Benton, if you don't mind grabbing a microphone again——

Mr. Koons. I get it first?

Mr. Simon. You are the professional educator.

Mr. Koons. That is my avocation.

Mr. Blouin. I will remind you you have 2 minutes.

Mr. Koons. My own remark is it is making it more difficult to get the job done in industry, the decline in the level of the three R's.

Mr. Simon. I understand that, but what do we do? What causes it? Or, you know, can we find a cause, and how do we reverse this process to improve the basics?

Mr. Koons. This may sound strange in view of my other remarks, but I think we need a return to the fundamentals of teaching. There has been change in the method of teaching of arithmetic, reading, and so on. Right now, I believe we are reaping the benefits of those changes, and they are not necessarily good. I think that has already been changed or is in the process of being changed, and they are going back more to fundamental methods of teaching, the old-line method.

Dr. Benton. I think the one thing you have to consider here is, first of all, you have a lot more people in schools than you had 10 or 15 years ago, so you educate a much broader spectrum of society.

This may well account for the one or two points that seem to be appearing. I don't know that the decline in my opinion is really that significant.

Mr. SIMON. It is not significant year by year, but cumulatively, we keep going in the same direction.

Dr. BENTON. It is starting to do that, but I think the other thing is the diversity of the educational program, and maybe that is good, and maybe we are better meeting the needs of more people by having a diverse program, albeit not that they come forth and show up good on the basic knowledge tests necessarily, but we are meeting needs I think of a lot more people. I am not that uptight about it, frankly.

Mr. SIMON. One other point, and again we are getting a little off of vocational but this is tied in, the merit raises for teachers. In theory, I agree with you completely. It is in part related to the other thing you mentioned, that is, the rigidity of our structures, and education, not unlike industry and everything else, is reluctant to make changes. But at the college level generally we have provided for that with a series of titles that somehow have made it workable, professor, assistant professor, and so forth.

I have always thought we could, through incentives—not necessarily saying "You are a better teacher so you get so much,"—suppose we said that for every two elementary schools and every high school in Cedar Rapids we will each summer give one teacher a trip to South America or a trip to Europe, or something, a kind of bonus that would also enrich the school and also encourage a good teacher? There are other things, and I think we can, if we are a little imaginative, do it, if we are willing to break out a little bit from the structures that we have built.

Mr. KOONS. I think that term a little imaginative is very important, Congressman. I think that will do it.

Mr. SIMON. Good. I have no further questions, and thank you very much.

Mr. BLOUIN. Mr. Hall.

Mr. HALL. I wonder if we may overshoot your time target and ask a question. Mr. Koons, I was very impressed with your testimony and the general thrust. From your vantage point do you detect something of a loss of pride in work, and do you see—from your point of view—do you see a tendency or willingness now to do slipshod work? Is that part of your problem, or was I reading something into your statement you didn't intend?

Mr. KOONS. No, those things are all in the back of my mind, or were all in the back of my mind when I was talking about it.

There are excellent teachers in the school system, however, who are not being recognized, either with money or otherwise, simply because it is kind of an across-the-board approach. You are here so many years and you have such and such a level of education; therefore that qualifies you for so much of an increase, regardless of the quality of your teachings, you see. That is what I am concerned with.

Now, granted, a person who has a bachelor's degree and acquires a master's, yes, that is obviously something that merits more money.

Obviously—well, hopefully, anyway—he merits more money. It is a goal that has been attained.

But just because I teach—say I am a poor teacher to begin with, and 20 years later I am probably poorer, but I have all of these salary increases. This is what bothers me. I used to be a county board president, and it bothers me now on the State board of public instruction, although I am a little more removed from it. This does not enhance the quality of education, nor does it encourage the truly good to continue to perform, and, quite frnakly, I am afraid, with the rise of unionism, that this is going to be further encouraged, with all due respect to the union man back here. It does not have to be, but it can be. It usually is.

Mr. HALL. I didn't necessaryily mean slipshod work from the standpoint of teachers, although, having been a teacher, I would not exclude teachers.

Mr. KOONS. They are only human, and we all do that.

Mr. HALL. Right. Some people in the business world have secretaries, for example, that are willing to let letters go out of their office with four or five corrections very visible on them, and their thinking is it reflects on the office—and I agree that it does. I wondered if that was something of a problem? I sometimes think maybe we expect too much of the schools. That is part of our problem.

Mr. KOONS. Right.

Mr. HALL. I have no further questions.

Mr. KOONS. The concept of career education involves the parent, the school, and the child. They have equal inputs. We do try to put too much on the schools.

Incidentally, lest the teachers take offense, industry's problems are exactly the same, as you point out, but we deal with it on a merit basis. You put out the sloppy letter, you are not going to get a raise, no matter how long you are there. There are methods of coming to grips with it. I only make it as a suggestion for your consideration.

Mr. BLOUIN. Thank you very much.

Our next panel is made up of two members from Cedar Rapids, Dr. Thomas White, administrative assistant superintendent of Cedar Rapids school district, and Mr. Bud Paulsen, the career education coordinator of the Cedar Rapids school district.

Maybe you can come up. We have run a little over, and we can shave a couple of minutes out of the next two panels and try to get on if that is possible.

We are going to proceed with Dr. White's and Mr. Paulsen's testimony, and do our darndest to come close to ending this by 5 o'clock. I don't have to make the plane, but if they miss it, they might come back and get a little mad.

Dr. White it is your time, or whoever you wish to lead off.

PANEL DISCUSSION—PARTICIPATING WERE: ARNOLD PAULSEN, COORDINATOR OF GUIDANCE AND CAREER EDUCATION, CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT AND DR. THOMAS WHITE, ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT, CEDAR RAPIDS SCHOOL DISTRICT

Mr. PAULSEN. My name is Arnold Paulsen, coordinator of guidance services for Cedar Rapids community schools. We have a school district with approximately 23,000 students. The district includes 55 counselors who work with these 23,000 students, and 36 attendance centers.

I thank the people that made out the schedule. I would much rather have followed the gentleman ahead of me, Mr. Koons, as opposed to the gentleman in the union, because I much more agree with his philosophy of career education than the gentleman from the union, who indicated at least that high schools should prepare youngsters to go into total life-long work.

The post-high school portion of career education, vocational education was presented very well earlier. I would like to speak in behalf of the elementary and secondary people, and although I am from a bigger school district, I hope I represent also the thinking of some of the smaller schools in the career education problem.

My task was to talk about problems and needs of the secondary schools in career education, and we have problems in the secondary schools, and I would like to state my position on career education. I am an advocate of career education on a K–12 basis, and I feel, as was presented in earlier testimony, that K–12 is the way to go in career education, and it should be handled in a somewhat separate manner.

So the problems that schools are having, of course, in addition to budget problems—and you are aware of them—are some problems of declining enrollment. We still have students who turn off school concepts, go off on their own.

We are wondering as school people, can we offer something for everyone so they will come back the next day? It is a difficult decision to set priorities when your facilities and programs have to be limited because of dollars.

What are the needs that we have at the secondary level? Certainly we try to make sure that our product in the school is acceptable to society, and that is difficult, because society is changing and demands on young people are changing. A total program, K–12 program, of career education could certainly have an impact on this. It makes the student more aware of themselves and more aware of their abilities and other attitudes, so they can make wiser career choices.

Mr. Radcliffe mentioned in earlier testimony that there may be a real need for a broader awareness in exploratory opportunities at the elementary and secondary levels for these youngsters to get their feet on the ground, to find out what it is about careers.

We think we have some things going for us in Cedar Rapids and many other schools in the State. Compared to some of the programs around the country, we already have a career education program, but I am not sure if that is really what it is, or if it is just something that we have brought into our program to meet the needs.

For instance, we talked earlier about training programs at the trade-technical school and community college level, and our relationship with Kirkwood Community College is excellent. We have youngsters enrolled part time at public schools and part time at Kirkwood in these credit programs, and they get credit in both places and move into their chosen career. We have about 500 youngsters a year going out into our community working in the various aspects of the business world and industry for credit, and they are in school part time. We have some 8 percent of our students getting this kind of experience. I don't know if it is enough or not.

In each of our high schools we have 12 to 15 career presentations brought in by people in the community who talk about their careers, and we reciprocate by visits by students to the industry; all kinds of communications going on like that. We have a commuter system. We have alternative programs with approximately 300 students in them. Yet I guess what I am saying is, do we have career education? Most of it right now is concentrated at the secondary level, and we are very proud of these programs. I don't know what we would do without them. But we still manage to lose some 200 to 300 students by the dropout route each year. We are not satisfied with that.

Maybe it is best that I go to the example I have in my testimony just briefly to point out some of the problems we face in trying to get something done. One of the career goals, one of the district's goals is for career education for all students in our district. That is one of the district's accepted goals. Last fall I was given the responsibility to coordinate a career education program. We took a look at some programs around the country, looked at some State programs and talked to some people with career education programs, and decided that the implications of a K–12 program were much too great to simply create a program for career education and implement it and hope for results.

Accordingly, we sat down and wrote a needs assessment for career education for our district. We talked with people in the State department to try to get this funded. For various kinds of reasons, we did not get it funded. (1) We were not informed on what was available for funding; and (2) Our timing was bad; and (3) we didn't find provisions in funding modes that would provide for needs assessment, and we were all for an implementation program.

We returned to the drawing board, and right now we are going through this needs assessment which is outlined on the back sheet, or back three sheets of the handout. We are doing this with local effort. We have had local people performing, teachers involved, community people involved in it, and by sometime next spring we should have this completed. At that point, we should be able to say we are ready now to develop and implement a career education program that will meet our needs as identified.

Now, to us this is a logical approach to it. Again, if we come up next spring with our needs in career education as identified by this assessment, how do we go about getting these things solved, getting them into the program, competing with other priorities, reading, writing and so on, as you heard earlier today?

The commitment of the district to career education is tremendous. I think that we, as a district, believe that we should get this into our curriculum, but how to do it? With the State restrictions and financing base pretty much on enrollment, that is very difficult.

At the end of the handout, I have two or three recommendations here that I might state. One of them is prior to this testimony. All of us in education, and every other place, have full-time positions. We are busy people. It should be possible that there can be developed some short-term inservice work for people like myself to be able to keep up with the legislation, with the funding, with what is happening at the State and local and Federal levels, so that we won't have to go on our own way, as again you heard earlier in the testimony, and develop our own plans.

RECOMMENDATION NO. 2

Career education should have some kind of separate funding mode of its own. If we are going to identify it as a career education program, as opposed to vocational programs that are in existence, let's set it out and give some credit to it.

We talked about cost, and everyone here today has just about asked for money. I don't know if local school districts have to have a lot of money. They get along pretty well and provide programs with what they do. But when you talk about career education costs or any other special program, your per-pupil cost does not cover the added costs that are involved in it. It may be that some form of differential funding for the difference would be an answer, as opposed to an outright grant.

I was trying to make it in a couple of minutes, and I will respond to any questions that you have and turn it over to Dr. White.

[The prepared testimony of Mr. Paulsen is as follows:]

PREPARED STATEMENT OF ARNOLD PAULSEN, COORDINATOR OF GUIDANCE AND CAREER EDUCATION, CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

My name is Arnold Paulsen. I am the Coordinator of Guidance and Counseling Services for the Cedar Rapids Community Schools, Cedar Rapids, Iowa. My responsibilities include career education and student work experience programs, as well as guidance and counseling.

I have over twenty years experience in public school education as a vocational teacher, a counselor and administrator.

Today I am representing a public school district of approximately 23,000 students housed in 27 elementary, 6 junior high and 3 senior high schools. Guidance and counseling services are provided by a staff of 55 school counselors to all 36 attendance centers by 23 elementary, 17 junior high and 15 senior high school counselors. I mention this because counselors have an increasing and important role to play in the career education movement.

I am not here today to react to recent legislation concerning vocational and career education, nor am I going to speak about the apparent problems in communication between local, state and national interests in the career education movement. Other groups have provided data in these areas. What I want to talk with you about today are the problems of our local school district in our attempt to meet the needs of students, staff and community in the development of a meaningful program of career education in our district.

Let me start by stating that I am not entirely uninformed about the progress of career education across the country. Of special interest to me is the variety of approaches used to implement career education programs.

When I was assigned responsibility for K-12 career education in our districts, I placed considerable effort on finding out what was happening across the country. Working with our Department of Research and Evaluation, investigations were made into several state plans, city programs, funded projects, recent legislative efforts, and attempts to define career education.

A committee of teachers, counselors and administrators was organized with the single task of trying to get a feeling from our staff on their awareness of career education and how they felt about developing career education programs. After surveying staff members in several buildings, this committee reached the conclusion that teachers generally saw the need for some career education programs, but were limited in their awareness of what such a program should include.

Based on this survey, it was obvious that the implementation of career education in our district would take a special, well-planned effort over a long period of time. It appeared that we were in a position that many other school districts across the country found themselves—that is—how to implement a K-12 program of career education that will meet the needs of all students. Implementation of career education in our district will involve considerable in-service work for teachers and the community. A definite problem is finding a way to finance this implementation from a budget that already has more demands on it than can be met and with continual budget restrictions being imposed.

At this point I should speak to the needs of the students in making their career choices. I am sure, however, that you are aware of these needs and the guidance and counseling implications from the literature and other testimony. I compliment Dr. Ken Hoyt for his long term efforts in this field and his most recent efforts in his present position. I will acknowledge, however, that all schools have students and all students have to make important decisions on career planning which is a very important part of a K-12 career education program. These student needs are present in our Cedar Rapids schools, as well as other schools across the country.

The remainder of this testimony will describe our local effort to date, and conclude with where I personally feel our greatest support is needed.

Our investigation of career education programs mentioned earlier led us to believe that many programs were developed, funded by either state or federal funds, and implemented with little or no baseline data as to what kind of emphasis is really needed. Indeed, one funded program we looked at simply started because someone thought they needed it with do needs assessment at all.

I feel that the implications of career education are too far reaching to initiate a program without an in-depth study to determine what the needs really are.

Following this approach an in-depth needs assessment plan was developed. A visit was made to our State Department of Public Instruction to explain our position and to seek funds to conduct this needs assessment. We were not successful in getting funds for the needs assessment for a number of reasons. Poor timing with regard to deadlines, unfamiliarity with what programs had funds, and more important, we found out that guidelines for funding career education projects did not include provisions to fund any assessment prior to program development and implementation.

Following this visit it was decided to conduct the career education needs assessment with local effort. I might add that needs assessment will be conducted at the expense of other cirriculum projects that also are important to our district. The resources of the local district are severely limited for this kind of activity.

We are currently conducting our career education needs assessment. The assessment includes four specific activities: 1) Follow-up, 2) Survey of current curriculum, 3) Survey of Awareness, and 4) Literature Search. (See attachment) When the assessment is completed we will have data that will allow us to determine where our effort should be directed in developing and implementing a K-12 career education program in our district.

Plans call for a proposal to be submitted for an extended program to develop and implement a K-12 career education program to meet local needs.

SUMMARY

I have presented the procedure used by the Cedar Rapids Community Schools in their approach to development and implementation of a K-12 career education program that will meet local needs.

The present status of this procedure is that an in-depth needs assessment is being conducted to gather data for planning. This assessment did not qualify for either state or federal funding and is being conducted through local effort. The assessment has four basic parts and includes (1) Follow-up, (2) Curriculum Survey, (3) Awareness Survey, and (4) Literature Search. I can assume that once we have this model developed it would be applicable to other systems.

Upon completion of the assessment, plans are to submit a proposal for funding the development and implementation phases of the K-12 career education program. To finance a quality program to include specialized staff, community involvement and in-service programs would be financially impossible at the local level.

RECOMMENDATIONS

1. All of us have full-time positions—it is just not possible for us to keep up with everything that is happening at local, state and national levels in career education. I would recommend that a series of workshops or short courses be

provided for the people who have career education responsibility at the local level. These workshops would allow for exchange of ideas and provide updated information.

2. Career education needs a separate system of funding. The Department of Health, Education and Welfare should consider a funding mode not attached to omnibus type programs in vocational education. Priorities are easily clouded when combined with established programs and good ideas are often lost.

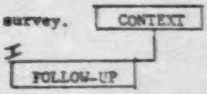
3. Increasingly, schools are being asked to provide more programs to meet the needs of all students. Alternative programs that meet the needs of individual students are expensive. The feasibility of reimbursement for differential cost to the local districts to allow for development of these programs should be studied. Local school budgets cannot provide these additional costs.

CAREER EDUCATION NEEDS ASSESSMENT PLAN FOR CAREER EDUCATION DEVELOPMENT IN THE CEDAR RAPIDS COMMUNITY SCHOOLS

February, 1975

The plan calls for four major projects. These projects could be conducted concurrently or sequentially, depending on the priority assigned to them.

At this time, plans are to pilot each project prior to the actual survey.

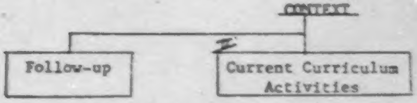


I. Follow-up Research Activities

1. Develop or select basic questions.
2. Add questions to ongoing follow-up (sample).
3. Review responses for generation of Cedar Rapids instrument.
4. Generate Cedar Rapids survey instrument.

Group Assignments

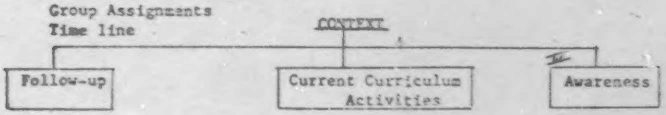
Time line



II. Current Curriculum Activities

1. Develop broad sample instrument.
2. Sample staff (bldgs., quadrants, projects, grades)
3. Review data from sample
4. Develop C.R. instrument

Group Assignments
Time line

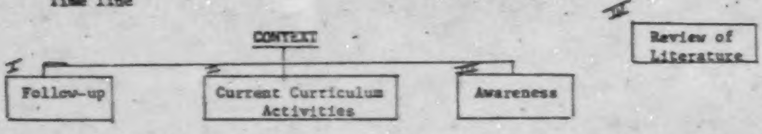


III. Awareness Activities

1. Develop or select sample inst.
2. Select sample from each of several populations
3. Conduct sample from each of several populations
4. Review responses for possible revision
5. Develop final instrument
6. Select population(s) for survey

Group Assignments

Time line


IV
Review of Literature
CONTEXT
I
II
III
Follow-up
Current Curriculum Activities
Awareness

IV. Review of literature activities

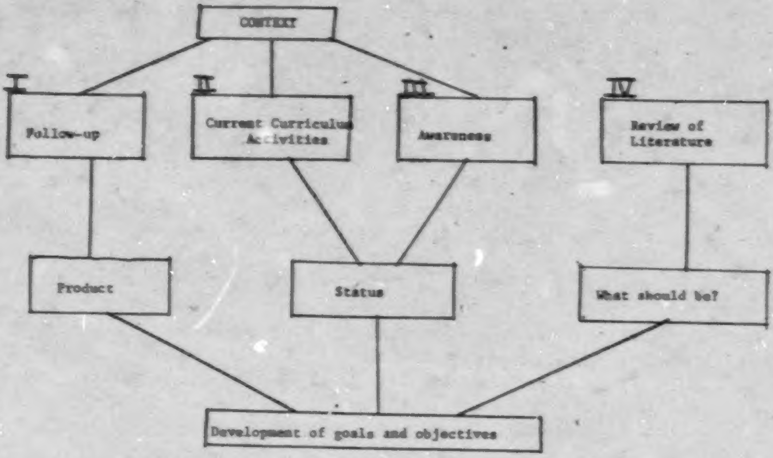
1. Status of C/E
    a. Local
    b. State
    c. National
2. Study operational programs and funded projects
3. Funding modes
4. Project definition (level)
5. Theory or philosophy of C/E for development
6. Constraints (laws, requirements, certification, economy)

Some Suggested Deadlines

Year-end projects
  Sampling students & staff - May 15

Curriculum Assignments - June 15 - latest

Summer Assignments (committee work completed) - August 8



Mr. Blouin. Let Dr. White go ahead, and we will ask questions of you together.

STATEMENT OF THOMAS WHITE, ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT OF CEDAR RAPIDS SCHOOL DISTRICT

Dr. White. Actually, I will be talking about another subject, which is minorities in the State of Iowa, and career education programs for minoritites. Would you like to question Bud before you lose your point, because I am going to change, or would you like for me to continue?

Mr. Blouin. Why don't you go ahead, because some of the questions may relate one to another, and we will go from that point.

Dr. White. As you look around you can see I probably have a very difficult topic to talk about this afternoon. The topic, as was stated, is the implications of career and vocational education for minority students within the State of Iowa.

This room is probably quite reflective of the minority percentage within the State of Iowa. As you look at page 2, or figure 1 on page 2 of the presentation I have, you can see that the total number of students in Iowa is some 655,000. There is 642,000 whites and only 13,731 minorities.

This creates a very different kind of a problem than you are probably used to for minorities. Usually, we begin by working with a large critical mass of minorities concentrated in one urban area. The problem within the State of Iowa is almost exactly the opposite in that the critical mass is quite small, less than 3 percent minorities, and they are somewhat diffused around the State, the majority of them being in the larger urban areas, Des Moines, Waterloo, Cedar Rapids, and Davenport areas.

In talking about vocational and career education for minorities, we have to realize that one of the things that minorities need to see is a very positive model in vocational education and career education before they can begin to participate, and they have in the past had some difficulty doing this.

We might be able to compare athletics to career and vocational education for minorities. Everyone has felt that minorities are superstars in athletics. This is probably especially true as the stereotype of blacks. Blacks became participants in athletics after the 1930's, when a black person was accepted as a role model, when Jackie Robinson cracked the baseball line, and blacks then began participating in athletics. They participated in athletics at that time because they saw a positive model, and they felt it was a way to get out of the ghetto, to become quite successful as an athlete.

In fact, I don't feel that it is true that blacks have certain prowess in athletics, but I believe that they practiced very hard. It is not unusual to see a large number minority kids outside at midnight in a large urban area playing basketball. This is probably an escape mechanism, because they see success in the field of athletics, a chance to make the money and a chance to get themselves out of the ghetto.

If we compare this to career education, we can see that a positive kind of model is needed in career education for minorities.

Let's take the example of the trade union. If unions provided some kind of a model in that there were individuals who were taken into unions who would go through an apprenticeship training program and become qualified to participate as carpenters and all of the other various vocational areas. I don't think there would be too much difficulty in getting minorities to participate. I think that is very very important. In Iowa, we have had some difficulty setting up a social strata of minorities. It is a little bit different than it is in normal areas.

For instance, within the city of Cedar Rapids, with which I am most familiar, there is, or actually there are two classes of minorities. Let me use blacks again as an example, because, as you can see, that is the area I am most familiar with.

The various professional organizations and companies have brought to the Cedar Rapids area a number of minorities, a number of blacks. These blacks have been placed in management-type positions. That has created some difficulty for another segment of the community, that is, that segment of the community already here that is not being placed in executive kinds of positions. As I note, the area of Cedar Rapids, it has a large number of higher socioeconomic blacks and a large number of low socioeconomic blacks. The middle class seems to be missing.

I think this has some strong implications for career education and for vocational education, in that we sometimes in education find people who are not achieving extremely well academically, and unfortunately we place some of these people in vocational training kinds of programs. I guess we sometimes have the feeling that these people cannot make it in high academic society, and we attempt to relegate them to something lower.

This to me is all the more reason why there should be a concentration, some kind of concentration, on minorities in career education programs.

I have three recommendations, and then I would hope to be able to possibly interact with the committee on the kinds of things that might be done.

Special career education for minorities should be started in large urban areas, and I realize that Iowa does not really have many large urban areas, which we don't consider them as such, but you probably would, looking at them in a much broader spectrum; so let me come out of the State of Iowa and recognize a large number of minorities all over the country and say that special minority programs should be created for all large areas almost on a quota system. I would think an attempt should be made to eliminate discrimination in the various trade unions. If discrimination were eliminated, there would be a factor that would allow minority kids to see a positive image and they would then participate, and I think until that is done, they are not going to.

I see career education being divided into three segments—a segment in the elementary school, which I guess we call "awareness"; a segment in the junior high school I would call "exploratory"; and then a segment for the senior high school, which would be "experimentation".

In urban areas, I would hope that minorities would have an opportunity to participate especially in awareness and explorations. I think special programs should be devised especially for urban areas.

Mr. Blouin. Are you talking about creating special awareness programs tailored to the environment of certain parts of the city? Is that what you are getting at?

Dr. White. That is right. I think that, as you look at the larger urban areas that are consistently going in one minority, or toward one minority faction or another, it is going to be necessary for us to create a specific program in career education to hold this growth.

If unions continue to discriminate against minorities and minorities continue to be separated from us, career education could serve as a positive model for blocking some of this separation.

Any questions, interaction?

[The prepared statement of Dr. White follows:]

Prepared Statement of Thomas White, Administrative Assistant to the Superintendent of Cedar Rapids School District

The implications for career and vocational education in Iowa are greatly influenced by the lack of critical mass of minorities in the current state population. As indicated in Table I, there are currently only 13,731 minority students attending Elementary and Secondary schools within the state. This number is 2.1 per cent of the total student population. There are currently 717 American Indians, 9,853 Afro-Americans, 674 Orientals, 2,297 Spanish Surnamed students in Iowa Schools. Because of this small number of minorities, federal and state career education programs attempt to be responsive to the needs of this minute but important sector of the community.

Special programs in career and vocational education can be created to provide services for minority and majority youngsters alike.

State and federal funds used to provide career and vocational education for all students can be segmented to assure that minority students receive an equal distribution of federal and state funds available for career and vocational aid. This method may seem like a quota system for minorities, and it is. However, I would suggest that we employ a quota system for a number of reasons: First, although Iowa has made a great deal of progress in the vocational fields of business and industry, very little progress has been made in the area of trades. Some industrial facilities throughout Iowa are currently providing recruitment programs specifically for minorities. Cedar Rapids, as an example, is recruiting a large number of middle and upper class minorities to serve in higher level positions within Cedar Rapids organizations. As an example, Collins Radio, Quaker Oats, Shell Oil Company and FMC have brought a number of minorities in executive positions to Cedar Rapids. It is only natural that communities seeking minorities look for those of a higher caliber. However, this influx of higher socioeconomic minorities has created a problem for the local Iowa minority resident. In most states and communities where there is a large critical mass of minority people, they fall into three classes: upper class, middle class, and lower class. When minorities first began to settle in Iowa, they consisted of migrationists from Mississippi, Arizona and other states in the South and Southwest. Black settlers came to work as strike-breakers on the railroad. Many Spanish-surnmaed settlers came to pick crops. It is evident that these early minority settlers were unskilled. Many were also not education-oriented, and this trend, which tends to perpetuate itself, still exists in many minority homes, and therefore, in many of our students. This phenomenon, coupled with that of the active seeking of executive-level minorities in recent years, has caused a pecular problem: the relative non-existence of a minority middle class. Therefore, we are faced with two types of minority students—the child of the executives, usually college bound, and the child of the unskilled, uneducated, usually welfare bound.

TABLE I.—NUMBER OF STUDENTS IN PUBLIC SCHOOLS BY IOWA'S 15 VOCATIONAL TECHNICAL AREAS

Area	Total	White	Minority	American Indian	Afro American	Oriental	Spanish surnamed	Other
I	45,627	45,485	142	20	31	39	40	12
II	34,260	33,834	426	11	67	42	305	1
III	19,854	19,806	48	8	1	15	21	3
IV	14,772	14,756	16	3	0	7	6	0
V	42,005	41,684	321	14	216	22	59	10
VI	23,878	23,546	332	223	63	20	16	10
VII	48,699	46,090	2,609	50	2,413	78	49	19
IX	64,658	62,409	2,249	34	1,504	57	647	7
X	74,428	73,495	933	43	642	70	129	49
XI	124,281	119,714	4,567	61	3,751	205	503	47
XII	39,480	38,831	649	178	317	45	104	5
XIII	45,046	44,662	384	43	188	27	121	5
XIV	17,403	17,374	29	5	4	7	6	7
XV	35,882	35,641	241	16	158	15	43	9
XVI	25,535	24,750	785	8	498	25	242	12
Total	655,808	642,077	13,731	717	9,853	674	2,291	196

For many years, educational institutions have been encouraging students who do not show sufficient academic promise to enroll in vocational and technical education courses. The implication has been that students [illegible] do not show tremendous academic prowess be channelled into an area that requires less skill. We in education have learned over the years that this is not necessarily true, that students who participate in vocational education programs often must be as bright as or brighter than students who go on to college. However, the program we are providing for the students who eventually go into vocational education is not meeting the needs of these although many students can be identified in the elementary grades. This indicates a need for career education programs starting at the lower level. Since a large number of lower socioeconomic minority students in the state of Iowa are usually relegated to menial jobs in business, trade and industry, some special attention should be paid to these students. Minority students usually respond to a thrust for success after they see a positive successful model from their minority group. An excellent example of this phenomenon exists in the area of sports. There is a large number of Blacks who are currently participants in professional athletics. For a long time, there was a stereotype that said Blacks were superior athletes. If this stereotype were ture, why is it there were no Blacks in professional athletics in the 1930's or before? After the breakthrough of Jackie Robinson into professional baseball, Blacks began working hard in professional athletics because they could see positive models and a way to succeed. In cities where there is a large number of minorities, it is not unusual to see students on a lighted basketball court at midnight. There are a number of reasons for this. Athletic prowess may serve as recreation, or these students may be practicing so they may become excellent and use atheletics as a ticket out of the ghetto, following the psoitive image that has been set for them by people like Jackie Robinson, Muhammad Ali, Jim Brown, Bill Russell, and many, many others.

This system of modeling for minorities can be an extremely important technique for improving minority participation in career education programs within the state of Iowa. Minority students in Iowa currently do not see a positive model, especially within the building trades industry. Some programs have been initiated to provide opportunities for minorities as apprentices in the construction program within Iowa; however, to date, few minorities currently a members of any trade union within the state of Iowa. This is a significant factor when one looks at the incentive to participate in a career education program geared toward the trades. There is currently a general lack of interest in vocational education programs within the state of Iowa and around the country because of practices of discrimination in the trades and related skills areas. Before a career education program can be meaningful to any minority, discrimination within trade unions must be wiped out. Previously I suggested the use of a quota system as being a possibility for alleviating this discrimination. The use of this quota system could have two positive implications for minority students in the state of Iowa and around the country.

1. A quota system could provide an opportunity for minorities to become accepted within the various trade organizations on a minimal scale. Unions are usually afraid of a large number of minorities joining the trade organization and eventually taking them over. By creating a quota system for minorities within the state of Iowa in trade organizations, this would be an impossibility. Since the total number of minorities within the state of Iowa is only 2.1 per cent, this is nearly impossible.

2. A quota system could provide the model figure needed by minorities, especially in the state of Iowa, that could provide the incentive for minority students to begin looking at vocational education in a positive light. You must understand that in 1975, it is difficult for a Black student to go through a vocational education program and graduate with the same ranking as a White student and watch that White student immediately get a job in a trades industry while fully qualified minority students cannot break into that industry. Until trade union discrimination is broken, there is a built-in failure factor in all career education programs around the country.

RECOMMENDATIONS

1. Special career education programs for minorities should be created for large urban areas.
2. Attempts should be made to eliminate discrimination in the various trade unions. (Create a quota system for some states)
3. Provide special funds for junior high career education exploration programs in school areas with a high concentration of minorities.

Mr. BLOUIN. Mr. Simon.

Mr. SIMON. I have a couple of questions. One is directed to both of you, because you both touched on it. How do you select who goes into vocational programs? In other words, you indicated that some of them considered this, as you know, an inferior program, and if this attitude is often there, how do you determine, or what is the procedure from the counselor, you know, how do we get there?

Mr. PAULSEN. In the junior high schools, we try to emphasize or take a look at all of the things you may be interested in. It is the broadening of experience. Our registration procedures at senior high schools are similar to college registration. The student selects on their own the course, the teacher and the time, through their previous experience in junior high school and orientation to the high school program, and we have well over 100 courses in the practical arts area they can elect from. They try to get some kind of broad feeling that would match their interests. So the course election is entirely up to the students.

Mr. **Simon**. Is there the attitude among the students generally that the inferior students are tending to go into this area, or is that not the case?

Mr. **Paulsen**. I think that is probably not correct. We have had considerable work on this, especially dropouts, and we find the total population of the dropout matches very well to the total population of the school, both achievement-wise and intelligence-wise and so on. Many of the students in the work program have college aspirations, or aspirations for management, and many go right into that. So I don't think we have that feeling.

Dr. **White**. I kind of think that is true, but I am not sure that the majority of people who are not in the education field believe that. That was my point in my testimony.

Mr. **Simon**. Yes. All right. Then if I may get to—and this really leaves the state of Iowa, as you did in your presentation, one of the fundamental problems we face is that urban school situation, and we are getting away here now from career education in part, but somehow if we are to have these big central cities survive, and it is important to the rural southern Illinois area that I represent, or Mike Blouin's Iowa district, it is important to the whole Nation that they do survice, we have to have a healthy school system. And the No. 1 reason given by middle class whites and blacks for leaving the city is the school system.

A suggestion I read in the New York Times just the other day was that some of the urban schools maybe ought to be assigned, say a university would take over an urban central city school on an experimental basis, and take it over and run their career education program and everything else. I am just curious what your reaction to something like that might be.

Dr. **White**. I certainly accept that alternative. I think there are many alternatives. I think that is one. You are from the State of Illinois, and certainly Chicago is a city that has to be of great interest to you. Chicago has serious problems. If you are looking at the 40 or 50 schools that represent the inner urban area, the inner urban belt, there has to be more than one alternative, too, in order to solve that problem. And I would favor as many as we can possibly come up with.

Mr. **Simon**. Thank you. I have no further questions.

Mr. **Blouin**. Congressman Hall.

Mr. **Hall**. No questions at this time.

Mr. **Blouin**. Let's make sure I understand. You are talking about keeping a program as flexible as possible in terms of the inner cities, so you can really get to the particular needs and problems that those kids face in that particular locality?

Dr. **White**. That is correct.

Mr. BLOUIN. As opposed to some kind of imaginary state plan that looks good but it is not good in the particular set of circumstances?

Dr. WHITE. That is correct.

Mr. BLOUIN. In terms of the Cedar Rapids school district, and I want to conclude this as rapidly as possible, do you see the ability in the city itself of that kind of flexibility developing in a career program that Bud has been talking about? For instance, can we devise a program here that will meet those kinds of needs, or is it too small of an area to work with in that same sense?

Dr. WHITE. No: I don't think so. I am looking to Bud for an answer there. No: I really don't think so. I think an important factor Bud mentions is the kind of programs we develop, the various alternatives coming up with career education which are being developed by Cedar Rapids school district, and not federally or State funded at all. We have very little if any funds from the State also far career education.

Mr. PAULSEN. I will response briefly. This is why our need assessment—it may be we don't have a need for a particular aspect of our population, but a tremendous need for another segment of it. Rather than jump to a career education program and saying this what they did in Atlanta or Toledo or someplace, we are saying, "Let's take a look and see where we really have the need, and put our efforts in that direction."

Mr. BLOUIN. You wouldn't be objecting to any kind of a mandated national program, provided that what goes into it is flexible and locally oriented. Is that right?

Mr. PAULSEN. Not a bit. I don't think that is a problem.

Mr. BLOUIN. Thank you very much, and I want to commend the Cedar Rapids school district for the strides you are making in career education. I think this is very unique, and hopefully there is something we can all learn from it. I appreciate it very much. Thank you.

Our next group of witnesses is again in the form of a panel made up of career and vocational education instructors, and maybe, as I call your name, you can come up and grab a seat, and we will clip right alone.

Dale McNeely, vocational agriculture, Maquoketa Community High School, Maquoketa, Iowa; Mary Cannon, home economics, from Tipton Community School, Tipton, Iowa; Don Menning, director of practical arts at Cedar Rapids Community School District; Miles Tyler, distributive education coordinator, Waterloo school system; and Vic Collins, distributive education, Oelwein Community School, Oelwein, Iowa.

If the five of you will take a seat, I would like to conclude this panel at roughtly 2:35, give or take a few minutes. We will try to shave some more time off of the others as we go down. If you have prepared statements, without objection they will be entered in the record as submitted.

Feel free to cover any subjects that you would like as a group, or start anywhere you want. Introduce yourselves for the reporter.

PANEL OF CAREER AND VOCATIONAL EDUCATION INSTRUCTORS—PARTICIPATING WERE THE FOLLOWING: DALE McNEELEY, VOCATIONAL AGRICULTURE MAQUOKETA COMMUNITY SCHOOL, MAQUOKETA, IOWA; MARY L. CANNON, HOME ECONOMICS, TIPTON COMMUNITY SCHOOL, TIPTON, IOWA; DON MENNING, DIRECTOR OF PRACTICAL ARTS, CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT; MILES A. TYLER, DISTRIBUTIVE EDUCATION COORDINATOR, WATERLOO SCHOOL SYSTEM; AND VIC COLLINS, DISTRIBUTIVE EDUCATION, OELWEIN COMMUNITY SCHOOL DISTRICT, OELWEIN, IOWA

STATEMENT OF DALE McNEELEY, VOCATIONAL AGRICULTURE, MAQUOKETA COMMUNITY SCHOOL, MAQUOKETA, IOWA

Mr. McNeeley. I am Dale McNeeley, vocational agriculture instructor at Maquoketa High School. My basic program has three major goals overall. The first goal is to train students to enter occupational farming, and the second goal is training students in the field of agriculture to meet agribusiness needs so they may be placed on a job upon graduation from high school. My third aim is to prepare students to enter a postsecondary institution in the field of agriculture.

In teaching vocational agriculture, I have had some experience in regards to the financing. Again, everyone has asked for funds today, and if I were to recommend anything to the committee, I would recommend something with the committee setting up a fund that would be available for onetime expenditures in the field of vocational education—not just agriculture, but vocational education in general.

Most school districts after a building has been built or major equipment purchases have been made can maintain these, and eventually they can replace them, but most funds are not available to take advantage of opportunities here and now.

In the field of maintenacne or new and expanding programs, my first statement goes along with this, but I feel that money should be set aside for maintaining existing programs and additional money for expansion. It is going to be a necessity in my own view of what has happened in the past few years.

Vocational education is drawing a larger number of people in, and arts and sciences, though I don't know it is declining a great deal, it is remaining fairly stable. If more people enter the vocational area, I think we are going to have to take a good hard look at funding this area in the education of instructiors and students.

Thank you very much.

Mr. Simon. Thank you.

Why don't we just go down the line here?

STATEMENT OF DONALD MENNING, DIRECTOR OF PRACTICAL ARTS, CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

Mr. Menning. My name is Don Menning, and I am coordinator of practical arts of the Cedar Radpids Community School District.

My primary responsibility is that of coordinating such programs as industrial art, home economics, business education, coorperative programs in the building trades. I have been with the school district for approximately 30 years.

In my remarks today I would just like to mention briefly what I have to say could very well represent cities like Sioux City, Des Moines, Davenport, Dubuque, Clinton, and other larger cities in the State of Iowa. Although I am associated with many statewide organizations which involve both secondary and postsecondary, I wish to reserve my remarks for the secondary level, because this is my place of identification.

There have been many fine things said in regard to career education, and I would like to say that we listened back there with enthusiasm to Mr. Koons' testimony with reference in particular to career education.

I would like to point out that many school districts pride themselves in saying they have a comprehensive high school; however, I think that simple introspection would show you that actually a high school is not comprehensive if it doesn't meet the needs of a majority of its students.

In vocational education at the high school level in the State of Iowa we are concerned with three or four different types of programs—the traditional co-op program which involves home economics, DE, OE, agriculture, T. & I., data processing, and we have the day trade programs and other types of alternatives and exploratory programs, but the basic ones being for this type of discussion the day trade and the cooperative type programing.

I think it is imperative that if we are going to meet the needs of students that we do have exploratory and day trade or co-op programs at the high school level. Now, many students do not want to wait until post-high school training. In fact, there are schools today, school systems today that are insisting, one of the graduation requirements would be job-entry skills upon graduation from high school.

Now, as far as the co-op programs are concerned, I think they have universal acceptance throughout the Nation and have proven themselves. They probably are the best types of programs we have in terms of cost; however, we would also caution you unless a co-op program has preparatory provisions for it, it cannot be the best in terms of quality.

I think in terms of a co-op program, the best example of a true situation would be the Office of Education program which has a true skills-related-type course. This is not necessarily true in the case of all of our co-op programs.

To show you, for example, that co-op programs are universally accepted, I point out to you that the last publication of "U.S. News and World Report," which came out yesterday, that one-third of the colleges in the United States have some type of co-op program. Along with that, we feel that co-op programs should be expanded in the State of Iowa, because only the larger cities at this particular time really have this type of program, and there should be research on how smaller communities, particularly rural areas, can combine their efforts to expand the co-op programs.

I suppose the day trade programs are really only active in about six or seven larger cities in the State of Iowa.

These are recognized by labor to be a very fine program for preparation of students.

In reference to the bills that are before the Congress, we would support H.R. 3037, which provides funding for vocational programs—and much of this has been said in previous testimony. We would support provision for expanded teacher education and support the idea of a comprehensive State plan, and we would, of course, support the idea for increased funding for the coop programs. We support also the categorical funding concept.

Insofar as high schools go, secondary schools, one of our concerns is that we have to have funding to expand the programs and to maintain what we have. This has already been alluded to.

We realize that NDA funding is not for vocational use, and therefore it is difficult for schools to keep abreast of the modern technology. It so happens that in many of the large cities that adult programs are being, you might say, sponsored in our secondary schools. The secondary schools have a problem of facilities and equipment updating, even though there is no reimbursement or very little reimbursement from the adult education program.

We concur also that the term "occupational education" is detrimental to progress in an understanding of what is meant by the terms "career" and "vocational education."

We support the idea that vocational education funding should be separate funding.

Thank you.

Mr. SIMON. Thank you very much.

STATEMENT OF MARY L. CANNON, HOME ECONOMICS, TIPTON COMMUNITY SCHOOL, TIPTON, IOWA

Ms. CANNON. My name is Mary Cannon. I teach home economics at Tipton High School. I am a high school and economics teacher at Tipton High School with 13 years of experience, which covers the levels of junior high, senior high, university, and adult education.

Consumer and homemaking education is defined as education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, use and care of goods and services, budgeting, and other consumer responsibilities. From this definition it is obvious that the breadth of the offerings provides exploration for many fields of work.

The course offerings in our program follow the pattern as defined above. We also include exploratory home economics at the eighth grade level, 1 year of comprehensive, and have added singles' survival and related art.

Recent trends indicate that homemaking is being accepted as an occupation. Attempts have even been made to place a dollar value on homemaking. Training for this occupation belongs at the high school level since, for many students, high school terminates their formal education.

The personal development portions of a homemaking program attempt to help students learn ways of discovering who they are and what kind of person each hopes to become; ways to develop rewarding relationships with others; and ways to become a useful and productive member of a family.

The home is still considered to be a legitimate institution—the very foundation of our country. Employers realize that no employee can be productive when there are problems within his family. If the institution of the home deteriorates, other institutions will also become eroded. Therefore, homemaking at the high school level contributes to an individual's employability, whatever his occupation may be.

It is most important that consumer and homemaking education be included at the high school level. It is recognized that attitudes and skills need to be developed at this point in a person's development. This is especially true for anyone seeking to succeed in the world of work. Both attitude toward work and the development of skills are the principal thrusts of these courses. What better start is there for anyone in any vocation?

How does Federal funding help our program? Although Federal moneys are a small part of our funding, we need whatever we can get. It has helped us in several ways. During this time of tight money, it has helped the homemaking program hold its own and even to expand as our enrollments continue to increase. We were able to add another teacher through our present funding. Federal reimbursements are a very necessary part of our funding. It could be the difference in our survival. It might have been the difference in a neighboring town which temporarily lost the program. The community insisted on its reinstatement.

But to be realistic, in today's money situation, the funding must be increased. Our program continues to expand and, if the Federal Government wishes to enhance vocational education as well as education for living in families, the program known as "homemaking" is an excellent place to invest the dollars. Keep in mind that homemaking is the only vocation in which there is 100 percent placement.

I recommend the continuation of categorical funding, or at least the identification of homemaking. This would provide specific and hopefully sufficient funds for the consumer and homemaking program. It would also provide that those of us directly involved would have greater input for the division of available monies.

How would I recommend the use of the money? In addition to general and sustaining support, I would recommend development of ancillary services—teacher training and supervision, evaluation of programs, research, experimentation, and curriculum development. It could provide inservice help to teachers beyond what can be accomplished at our annual conference. For some schools, it might provide additional equipment to bring a department up-to-date. Some departments have very few modern appliances, and no available funding for their purchase. Updating would provide more realistic education for students.

Consumer and homemaking programs have until recently been considered as a female stronghold. However, our male enrollment has increased. This is occurring everywhere. Perhaps this is due in part to the fact that more women work outside the home, which requires greater male participation in the homemaking process.

Males also live in homes and need to develop skills in personal relationships in order to improve the quality of life within families. Males also are parents and marriage partners and need the same kind of training for these roles that females need. We spend a great deal of time and money teaching students to drive cars. Yet the only place in our schools where education for living in families occurs is in the consumer and homemaking program.

Continued, realistic, categorical funding should be a high priority if we are at the high school level to prepare individuals for that all-important vocation of learning how to live in families.

Thank you.

Mr. SIMON. Thank you very much.

If either of you prefer to put your statements in the record and offer comments, you may do that, or whatever you prefer.

STATEMENT OF VIC COLLINS, DISTRIBUTIVE EDUCATION, OELWEIN COMMUNITY SCHOOL DISTRICT, OELWEIN, IOWA AND MILES A. TYLER, DISTRIBUTIVE EDUCATION COORDINATOR, WATERLOO SCHOOL SYSTEM

Mr. COLLINS. Thank you.

I am Vic Collins. I am employed by the Oelwein Community School District as sort of an education coordinator, and I am the career and vocational education department head.

With me is Miles Tyler, who is employed by the Waterloo Community School District, and he is also a career and vocational department head, as well as a distributive education coordinator. Both of us have had business experience, and both of us have seen our programs, especially the student level of our program, the club part, on the local, State and National levels, having worked with student officers at State and national levels, and both of us started teaching distributive education prior to the advent of area schools in Iowa. We have had 12 and 11 years of experience, respectively.

We are here to talk about vocational education in the secondary schools. This is where it is, not where it was. We believe vocational education, the secondary level, needs a new emphasis. Let me explain.

Of the 450 school districts in Iowa, less than 60 offer distributive education, training and distribution, where the U.S. Department of Labor tells us that more than 50 percent of the people are employed; and not all of these jobs require advanced education or postsecondary training.

We need help. In our area of northeast Iowa, the coordinators that helped us draw up this report, these schools show that from 50 to 75 percent of the students do not go on to any advance training past high school. It has been estimated that each person has to rely upon our society for our living costs are over $10,000 a year. We cannot afford to not get at these students who are in high school. We need to expand the vocational program, as well as getting a training center for marginal students.

Every high school student should have the opportunity, regardless of the size of the community, to get vocational education and to have access to a how to work program.

We are told 93 percent of the people that lose their jobs as adults lose them because they cannot get along with people, human relations. All high school students should have access to this type of training. People change jobs from three to five times in their lifetime, we are told. In high school the training they get will go with them, regardless of the job they switch to. They should all have access to this type of program in high school.

We need to help these students, not only locate a future career, but to find ways of using their leisure time and to participate in volunteer programs.

We have developed 9 points we would like to submit today to this hearing. Miles will go into that at this point.

Mr. **Tyler**. I will try not to take too much time. You have some of these already listed, and we would like to allude to a couple of other additional points.

One: The use of vocational funds for seed money. With the money squeeze on in business as it is today, some employers hesitate to hire the marginal student—that student who needs the help to get started in gainful employment—and are interested primarily in the student who can earn at best a part of the salary paid at the onset of employment. We would like to suggest the use of some of the vocational funds to pay the salary of the learner for a period of time, until they are in a position to pull part of the weight. Perhaps this could be a sliding schale method.

Two: If item 1 above does not appear workable, perhaps a tax break of some kind for that employer who is willing to work with and help develop the abilities of the new vocational-bound student would encourage participation.

Three: The quality of our vocational programs must be kept at a high level. We are suggesting the use of vocational funds to reimburse those schools who would participate in a 1 year intern program for potential coordinators. Such a program would give the intern half pay while working with a regular coordinator. The intern would become more aware of the challenges a regular coordinator faces during the entire year, as opposed to the present 9 week exposure in student teaching. The need for this type of training is further supported by the 1974 Report on the Career Education Advisory Council.

Four: We have seen the need for the development of job entry skills. A quick survey of the schools in Area I indicates a wide range with regard to students who go on to further education. It ranges from 25 to 45 percent. This means that we need to expand our programs to cover the needs of those students who terminate their schooling with high school. We should like to suggest a required vocational program for every school district. The State of Virginia has shown leadership in this area. Attached is a brief summary of their plan.

Five: In some areas where good training stations are limited, we would like to suggest the establishment of a simulated experience in schools. This would require the allocation of funds to furnish the equipment necessary to carry out the training, as well as instructional costs.

Six: There are, from time to time, calls made to coordinators from persons in the community asking for students to work for short periods of time at various jobs. If funds were available we could set up a placement bureau for these students as well as a source of job opportunities for those students who have graduated from the various vocational programs.

Experiences in job interview and dependability are two areas that could result from this type of experience. The bureau could be operated with the help of office education students.

Seven: Labor unions have been totally involved in the vocational funding program. Some areas have had problems in the development of a good working relationship with high school students in union business. Strong encouragement from the national level to work with the high school programs would be a big help.

Eight: A closer working relationship between the area schools and the secondary schools needs to be developed. If the original intent of our area schools was to have the high schools serve as a feeder program, item 4 above would be very helpful. It should be noted that in the Second Congressional District there are more programs for distributive education at the post-secondary level than there are at the secondary level.

Nine: Youth activities are considered to be a very important part of our vocational programs. Categorical spending would enable students who are economically deprived to participate to a higher degree. We are suggesting full or a high percentage of reimbursement to enable more students to take advantage of these activities.

[Additional materials furnished by the panel follow:]

PREPARED STATEMENT OF DALE E. MCNEELEY, VOCATIONAL AGRICULTURE INSTRUCTOR, MAQUOKETA COMMUNITY HIGH SCHOOL, MAQUOKETA, IOWA

Mister Chairman, Member of the House Committee on Education and Labor. It is my intention today to give testimony for the purpose of appraising vocational education and in particular vocational agriculture.

In giving this testimony, I am speaking on my own behalf based on my own experiences, with hopes of benefiting all areas of vocational education.

To me, vocational education is that education a student receives that trains him for a specific job area. In my area of vocational agriculture, I teach to three vocational areas: 1) train students to enter the occupation of farming, 2) train students in the field of Agri-business to be ready to enter the job market in the field of agriculture upon graduation from high school, and, 3) to prepare students to enter a post-secondary institution in the field of agriculture.

I would like to talk about three areas of importance to me. These areas are: 1) financial needs of vocational education, 2) new or expanding programs verses maintenance of existing programs, and 3) funding in the secondary-post secondary schools.

My major area of concern in financial needs are really of the one-time needs to upgrade or build a structure that can effectively serve the needs of the students. If these large amounts of one-time monies could be provided through federal tax dollars, I believe individual school districts would be more willing to expand and/or upgrade a presently existing or new vocational program that will put trained students directly on the job.

Once a program has been established and has needs for funds to maintain, people begin to wonder if the program is worth maintaining. I know that vocational programs are worth maintaining and I know that each year these maintenance funds are funding programs that have new materials taught with new methods. We do need funds for new and expanding programs because not nearly enough schools or students are aware of what vocational education could mean to their job training. I have heard figures quoted at various times by DPI officials that say the correct proportion of money spent for maintenance verses new or expanding programs should be 40% : 60%. I personally feel that 60% should be used for maintaining existing programs. If school districts could be certain of a guaranteed minimum funding they would be more receptive to changes that are necessary when vocational education is involved.

The State of Iowa has an extensive network of area schools for post-secondary training. These area schools compete for secondary school dollars for training young (or old) people for a specific type of employment. It has been my observation that students who have taken high school vocational agriculture, are often re-taught what they learned in high school while attending some of these areas schools. Fortunately, some area schools (Kirkwood for one) has had the insight to take steps to avoid further duplication. This means the student will gain knowledge in his two years at his area school. I have channeled many students into a two-year area school program and plan on referring many more. I do not want to compete with area schools for money because I feel we are doing two different things and complimenting each other. I would like to see equal tax dollars per student spent in secondary and post-secondary education. With an equal distribution, the american taxpayer is really getting a good proposition and we vocational educators are responding to the needs of the students and to the taxpayers in getting people on the job and off the welfare rolls.

Thank you for your consideration.

Prepared Statement of Don Menning, Coordinator, Practical Arts, Cedar Rapids Community School District

Mr. Chairman, Members of the subcommittee: Although, I am associated with and participate in several state wide organizations which involve both secondary and post-secondary I wish to reserve my comments to the secondary level which is the area of my responsibility.

Furthermore, much of what I report can be considered to be the basic position shared by secondary directors and coordinators throughout the state who have similar responsibilities.

Hopefully, at this point in time we are in agreement that all resources of education contribute to the personal growth of individuals to develop productive citizens. That which we classify as academic, general education, pre-vocational or vocational are interrelated.

The so called "general education" curriculum supported by such areas as industrial arts, home economics, and business education provide the background and initial career development for many students.

Many communities falsely pride themselves with the illustion they have a comprehensive high school. However, simple introspection would indicate that no high school is truly comprehensive if it does not meet the needs of its students in terms of providing opportunities for the phase of career education that provides initial vocational education.

American high schools for the most part are "adolescent islands" separating students from the responsibilities that go along with approaching adulthood.

The current trend is to establish the goal of equipping high school students to acquire initial vocational training in at least one job entry skill upon graduation.

The percentage of occupations that require a baccalaureate degree is less than 20%.

How are we attempting to meet the needs of students who are in need of vocational training?

The two basic programs in addition to vocation homemaking are:

1. Day trade—where students receive instruction and training in 2–3 or 4 hour sessions such as machine shop, electrical or building trades. Industry and labor recognize this type of program to be a solution for many students.

2. Cooperative Programs—students spend ½ of school day meeting basic school requirements, and related instruction. The balance of the day is spent in a realistic vocation position in business or industry where the student acquires on the job training.

Cooperative Programs have universal acceptance throughout the nation and do not require further justification. In fact, the majority of secondary educators note cooperative programs as being the best method to train students and also meet the needs of employers.

The programs in Cedar Rapids involve more than 75 different employees and five active advisory committees.

Reference is made to the latest issue of U.S. News and World Report dated September 22, 1975. The main thrust of the article relating to "Cooperative Education" is that more than ⅓ of the nations colleges provide for this type of program. Participating students at present 180,000 are expected to reach half a million within three years. The Federal Government with 7500 students at 25 of its agencies is the largest employer.

Although the administration and organization of the programs differ at the secondary and post-secondary level both contribute significantly to the personal development of the student.

With this background information I wish to comment briefly relative to our endorsement of various legislative items that are being considered under the Vocational Education Amendments of 1975. Hence, to serve the best interests of Vocational education at the secondary level we endorse the following:

1. Part III of HR 3037 which provides funding for vocational education programs. Eligible for support are programs in agricultural education, business and office education, distributive education, home economics and health occupations, industrial arts, technical education and trade and industrial education. Funding for vocational student organizations should be included.

2. Part IV of HR 3037 which provides for the service functions which include expanded teacher education program (pre-service and in-service), and an increased emphasis on placement, counseling and follow-up.

3. Bills that provide for Single State Administrative Agency. Multiple agencies at the state level would not best serve the interests of all people at all levels. Vocational Education must be planned comprehensively, coordinated between many different types of institutions and articulated at all levels.

4. Comprehensive State Plans—Support the concept that states must develop a comprehensive state plan which would include plans for expansion of secondary vocational education at the secondary level.

5. Funding for Cooperative Programs—The success of these programs merit increased funding to expand the program throughout the nation. National research and studies involving student enrollment trends, career education staffing, and alternative patterns of local district cooperative career education programs (including shared enrollments, geographic location, shared facilities and staffs, shared community resources and cost estimates. The percentage of Iowa School District reimbursement for cooperative programs has decreased from 50% to 23% in the last 6 years. It is noted that states spend $5 for every $1 acquired from the federal government.

School administrators are reluctant to introduce programs which experiences declining monetary support over a period of years.

6. Categorical Funding—Support is based on funding related to the accountable for utilization of funds for the intended purposes.

7. Continuation of NDEA Program—Secondary schools have to depend on local school budgets to purchase and replace equipment items. Furthermore, many adult vocational programs under the direction of area vocational schools use the facilities and equipment of the secondary schools with little or no provision to reimburse the secondary schools.

8. The addition of the terms "Occupational" education is a determent to the progress relative to the understanding what is meant by career and vocation education.

9. Career Education Funding—Tremendous progress has been made in organization, development and implementation of the total concept of career education.

General support of House of Representatives Bill (HR 3037).

Part I—Endorse—Provision for federal and state administration of vocational education; national and state advisory councils; statewide planning.

Part II—Priority concern for career guidance and career exploration which recognizes the importance of a realistic vocational choice.

Part III—Funding for vocational education programs. Eligible for support are programs in agricultural education, business and office education, distributive education, home economics and health occupations, industrial arts, technical education, and trade and industrial education. Because of their unique contributions to carrying out the objectives of vocational education, industrial arts and home economics programs are specifically defined in the language of the bill. All other occupational fields are included under a common definition of vocational education. Secondary and postsecondary programs, including adult education would share in the funds requested by the comprehensive state plan. Funding support for vocational student organizations could also be included.

Part IV—Service Functions—Support for the first time in federal legislation for bringing into prominence the service functions which support and strengthen the vocational education enterprise. Provision for greatly expanded teacher education (pre-service and in-service), continuation of leadership development with a stronger emphasis on placement and follow-up.

Part V—A enterprise as extensive as vocational education requires a provision for applied research, curriculum development, exemplary demonstration and implementation programs, leadership development workshops, symposiums, and projects.

Prepared Statement of Dr. Steven B. Corbin, Assistant Professor, Distributive Teacher-Education Program, University of Northern Iowa, Cedar Falls, Iowa

I. American Management Association trained 32 distributive educators (teacher-coordinators, teacher-educators, and state department of public instruction personnel) on "Management by Objectives," "Principles of Management," and "Planning Process Steps Towards Self-Analysis and Improvement."

A. Where you are?
B. Where you want to go?
C. How you're going to get there?
II. Component Parts of AMA's Planning Process:
A. Factually based.
B. Measurable objectives oriented.
C. Uncontrollable factors are considered and assumptions made.
D. Involves all parties concerned or affected by improvement plan.
E. Tasks assigned by time schedule.
F. Mechanism for control.
G. Makes things happen.
III. 32 Virginia distributive educators trained by AMA trained the remaining 406 distributive educators on MBO and received their input for improving D.E
IV. Steps of D.E. improvement plan:
A. Mission Statement—analysis of where you are and what distributive education is doing for K-Adult people of Virginia.
B. Uncontrollable Factors and Assumptions—economic, social, governmental, and competition.
C. Measurable Objectives for 1979—where you want to be and be doing.
D. Process or Programs Needed to Attain Objectives by 1979—pre-service, in-service, etc.
E. Decision Process—cost involved to accomplish objectives and degree of commitment needed by distributive educators to achieve measurable objectives.
F. Control Procedure—PERT chart, month-by-month for 5-year period
G. Review and Implementation Process.
V. Time Span=1974–1979.

Mr. Blouin. Probably it would be best for me to wait until after everybody has had their opportunity to speak—Paul and Tim were here for the beginning of your testimony, so I will have them start the questioning. Congressman Simon, you can start.

Mr. Simon. First, if I can, Ms. Cannon, you recommend a continuation of the categorical funding. What would happen in your school district in Tipton, Iowa, if it were not a categorical grant? In other words, if homemaking as such were not a line item, would the homemaking program continue, or would it not?

Ms. Cannon. Hopefully it would continue. Hopefully it would continue on the same level; however, something has to go. It could be homemaking, and it could be another area.

Mr. SIMON. So that you think if the category were not there, there is a possibility your program would be dropped?

Ms. CANNON. Hopefully not, but, yes, there is the possibility.

Mr. BLOUIN. If you will yield on that point, I got the impression that one thing or the other would have to go. Is that the situation now? As of next year, is something going to be phased out?

Ms. CANNON. No; not currently.

Mr. BLOUIN. If the same amount of money were available, in proportion, but the category itself would be absent, are you suggesting the school district would shift the money away?

Ms. CANNON. I am not sure it would happen. Fortunately, our school happens to feel that homemaking is an important part of the curriculum.

Mr. BLOUIN. Thank you.

Mr. SIMON. My impression is that is generally the case.

Ms. CANNON. Generally, right, and I gave an example of a school close to ours where it happened, that homemaking was dropped from curriculum and later picked up at public demand.

Mr. SIMON. You understand the dilemma we are in. We would like to give maximum local flexibility, and yet at the same time there are these concerns you have expressed.

Mr. Menning, a very practical question: I don't mean any disrespect when I say you may be the senior on the panel here now. Has vocational training improved since you first started? How is it, say compared to 10 years ago or 5 years ago?

Mr. MENNING. I think it has better acceptance in the larger cities. In our program we find that students of all levels, and particularly we have quite a few students going on to higher education who are on our program, and we didn't see it 10 years ago in the amount we presently have.

One of the real problems, as I see it, is we have to be careful that we just don't increase numbers, but also have to maintain quality. There is in some respects pressure on our school systems, and probably on the administrator, to get numbers in the program, and forget the quality of courses. I know in the bills you presented that it is incumbent upon the State to see that quality programs are maintained, and that the programs are evaluated. I would say that definitely, with the movement, there is better acceptance of the vocational programs now than 5 years ago.

Mr. SIMON. Thank you.

No further questions.

Mr. BLOUIN. Thank you, Paul.

Congressman Hall.

Mr. HALL. I think you made a statement something to the effect, and correct me if I am wrong, you said that the secondary level is not where it was but where it is, or something to that effect. Did I detect a note of frustration?

Mr. COLLINS. No; you detected a note of enthusiasm.

Mr. HALL. Very good. No questions.

Mr. BLOUIN. That is it.

All right, I would like to get your general reaction, all of you, to the concept of career education as an elementary school entry on a permanent level. Do you see that as something making your job more easy or difficult for you, or something that can work with you, or what?

Mr. TYLER. I might comment on that. This year I have two students in my distributive education programs who 6 years ago participated in a career education type of exposure. It was kind of copied after what you had done in Cedar Rapids, Don, and we called it "Operation Occupation," where we took sixth grade students and actually gave them exposure to our total vocational program, and they visited our school and our classes. The second time we took the students out they visited the training stations. The third time they visited, we talked about our total vocational program. So this year I have two of those students in my vocational program, so I think it has definite merit for getting them to know what can happen at the high school level, providing that they start thinking about what possible job opportunities there are in the future.

Mr. BLOUIN. Is that a general consensus, or does anyone have a different view or wrinkle?

Ms. CANNON. I would like to add I think career education should be mandated from the State level rather than Federal. I realize you are trying to start programs such as this, and you cannot do it all next fall, for instance. However, I feel that we at the State and local levels should be more ready to institute these things.

Mr. BLOUIN. You think we should make monies available to more easily talk the State into it?

Ms. CANNON. Yes; I feel this would be a great help—money, again. However, let's face it: It will take something for teacher education, for a different pattern in our thinking and in training and retraining of our personnel that would definitely require some financing.

Mr. BLOUIN. How many of your students, maybe as a general thing, are your students really entering the classroom with any idea at all of what they really want to pursue?

Mr. MCNEELEY. In my case of vocational agriculture, I find that most students know they want to enter the area of agriculture, but have no idea of what specific area they want. A lot of them want to go into farming but, as you gentlemen know, prices are a little prohibitive on good farmland, and it costs too much. So they want to get into something seated, and after spending 4 years there in vocational agriculture, they are going out, finding the jobs that they want, or they are going into farming or are pursuing an education beyond that. But when they first come in, I don't think they are qualified. I think that career education beginning at the kindergarten/first grade level and continuing through would be one of the greatest things we could have.

Mr. MENNING. I concur. I might emphasize I think if you made a survey you would find out that students know very little about any occupation, including what their own dad and mother do. In fact, it is quite revealing in our survey that you find this out. I guess a definite answer to career education would be simply this, that a student would get information, awareness, exploration, and possibly by the time they are a junior or senior, enough evaluation of their own personal interests and abilities so they can make a better choice than they are presently making.

I think, being a father of three children, I can see if they had career education some time ago they would have had a broader perspective of their own ability than they do, and I think this is what we need to do for them.

Ms. CANNON. Speaking for consumer and homemaking education, we have no problem. Everyone has to take part in family living, and we are all consumers. I think they have no choice, really.

Mr. TYLER. We need to take a look at the overall picture. Some of the things we teach in vocational education programs are definitely transferable from one type of job opportunity to another. Three of our four children are in vocational education programs, particularly my own area, distributive education, and the things they learned there. Two of them are still involved in distributive education, and the things they have learned are transferable to other areas and human relations, this sort of thing. And a positive attitude toward the world of work I think is of prime importance.

Mr. COLLINS. In all of the areas we teach we have responsibility to give that student a chance to try it, to find out if he likes it. I think that is part of the job at the high school level.

I would like to go back to the question you asked here a few minutes ago, "What would happen if we cut off the funds? Would you die, or what would happen?"

Mr. SIMON. I didn't talk about cutting off the funds.

Mr. COLLINS. You didn't categorically say they went to a certain area?

Mr. SIMON. Yes, limiting the line item.

Mr. COLLINS. In our area, I don't believe they would delete distributive education or home economics or agriculture, but I believe what would happen, as these programs are more expensive than other programs in the school, and some of those outer edge or fringe things we do that really help the student to make it a total program would be deleted. For example, the youth involvement programs, where we take them and get them involved, and I am sure familiar with agriculture and distributive education as well, and this costs the community and the students a great deal, and I believe without help categorically we would find it easy to shift away from it, and spend it just on what it necessary for the programs to exist, and delete those extras.

Mr. BLOUIN. There is one point that maybe there is need of some clarification. The only part of the Vocational-Technical Act that has this earmarking at all in terms of categorical funds is for home economics. There is no earmarking for distributive education or agriculture. They all come in one lump sum outside of that. The problem comes with something that was set aside I guess over the years because of the fear of it being phased out, and the problem is back again this year, we are faced with whether or not we should continue categorically earmarking $54 million of authorization for home economics nationwide, or whether we should just lump it in with the rest of the appropriation, and increase it, and leave it up to the State to divide from there.

Mr. COLLINS. This morning someone asked how much of the particular school budget comes from Federal and how much from State aid. I believe in later testimony you will find out what one school has shown in their testimony, how much from Federal and State for each program that is listed.

Mr. BLOUIN. I look forward to that. That is our next panel up.

I appreciate very much all of you coming here and your willingness to speak your piece.

Mr. BLOUIN. Our next panel is made up of four secondary school administrators from northeast Iowa: Merlin F. Raymond, superintendent, Garnavillo Community School District, Garnavillo, Iowa; Carl Whipple, superintendent, DeWitt Community School District, DeWitt, Iowa; Steve Williams, superintendent, Monticello Community School District, Monticello, Iowa; and Donald W. Mueller, superintendent, North Fayette County Community Schools, West Union, Iowa. Will the four of you come up, please?

You may proceed as you wish, and we hope to end this panel at about 3 o'clock, give or take a few minutes. Proceed as you wish. If you have a prepared statement, it will be inserted in the record as submitted if there is no objection, and you may proceed to summarize your statements, or talk off the cuff, however you wish.

PANEL OF SECONDARY SCHOOL ADMINISTRATORS—PARTICIPATING WERE THE FOLLOWING: DONALD W. MUELLER, SUPERINTENDENT, NORTH FAYETTE COUNTY COMMUNITY SCHOOLS, WEST UNION, IOWA; MERLIN F. RAYMOND, SUPERINTENDENT, GARNAVILLO COMMUNITY SCHOOL DISTRICT, GARNAVILLO, IOWA; CARL WHIPPLE, SUPERINTENDENT, DE WITT COMMUNITY SCHOOL DISTRICT, DE WITT, IOWA; AND STEVE WILLIAMS, SUPERINTENDENT, MONTICELLO COMMUNITY SCHOOL DISTRICT, MONTICELLO, IOWA

Mr. BLOUIN. Proceed.

STATEMENT OF DONALD W. MUELLER, SUPERINTENDENT, NORTH FAYETTE COUNTY COMMUNITY SCHOOLS, WEST UNION, IOWA

Mr. MUELLER. I am Don Mueller, North Fayette County Community Schools, West Union, Iowa.

I would like to confine my remarks to the report I have written. If we could, I would like to start with the resume of the first six pages, and then to the summary remarks.

So you understand the size of the school I represent, we have a total enrollment in K–12 of 1,500 pupils which yields an average class size of 115. I am referring now to page 1. In relation to all of the schools in the State of Iowa, we were a medium sized or slightly smaller group.

Our educational program is quite adequate or above-average for high school units offered. Our vocational education program includes the following: Vocational agriculture with on-the-job training; distributive education with on-the-job training; office education with on-the-job training; vocational home economics; and working in two special areas of work-study with on-the-job training for needy students and special needs programs.

If you will turn to page 3, the highlight of that particular page is a flow chart depicting our vocational education programs 7 through 12. Item 3, the flow chart, shows AOEE, DE, home economics and special needs. Those are vocational education programs, club activities being a very integral and important part of the program, and clubs for the various programs are shown.

On-the-job training is provided and shown, and the support programs within the high school educational offerings are shown below each vocational education program.

On page 3, you will see a 9-year study of the number of youngsters placed for on-the-job training out of the senior high or senior class in the senior high. Looking down to 1974–75, you can see we have placed last year 43 percent of all senior students in a work-study program, on-the-job training, AOEE, DE and OE.

Included during the past 9 years we have averaged 30 percent. The programing is growing to 43 percent. It has risen sharply since the 1972–73 school year.

Paragraph 2 shows the stated plans of high school seniors as they are leaving high school. This is an indication of what they are going to do as far as further training is concerned. If you look at last year's graduating class, 1975, you will see that 20 percent of our seniors plan to attend one of our three State institutions or State universities, and 13 percent filed for private colleges, and 19 percent the area vocational schools, and 7 percent to out-of-state colleges, showing 5 percent intending to further their education. You can't compare directly because some of those people are going into area vocational schools, but we are serving our youngsters well with our vocational education program, with 43 percent and 59 percent planning to go on to some type of further training.

Page 4, if you will, the district participation in Federal work-study program as part of vocational education, the numbers are not great, but last year we were able to work with six youngsters, and this year because of decreased funding only three youngsters.

If you go on to the next page, you will see a picture of the way the funding is taking place in our particular school districts, and for the 1974, or the 1973–74 school year, all of our vocational education programs we claimed $48,000 as far as costs are concerned. The amount paid in aid was $15,000 or 32 percent, with the State paying 53 percent of that and the Federal Government 47 percent.

The 2 preceding years are shown, which yields about a 31 percent reimbursement for Federal programs, and the Federal-State government sharing that reimbursement at a 50 to 50 level.

Page 6, the summary of what benefits we feel we have obtained from Federal vocational education moneys. We are currently offering on-the-job training to 43 percent of our seniors, and we are a medium-sized school district with a lot of involvement in preparatory programs in vocational education, and we have tremendous community support and a 31 percent level of Federal-State support on a 50 to 50 basis. This is our second year to cooperate with a neighboring school district in the area of vocational education in transporting their youngsters and shuttling them to our school districts, and 26 youngsters are involved from the 9th grade to the 12th grade programs.

We desperately need and do utilize Federal funds, especially in our budgetary problem that we have facing us now, with budget growth limitations and general inflation. We will continue to have budgetary problems. Our enrollment will tend to start to decline, not in the high school for a few years, but shortly.

As the home economics teacher stated, in all probability in a financial crunch or pinch, vocational education will be looked at as a possible area for limitation because of cost. It has a far greater value from a sound benefit theory, and I would hate to see any programs curtailed.

Suggested improvements in programs: I suggest, No. 1, increased funding, as I have stated, and No. 2, the last page, improved work-study program funding. I can see some consideration for recognition of club work which takes place within the vocational education program as being recognized as an integral part of the program.

Then perhaps some form of tax break for employers who are using our youngsters, and local district possibilities of funding for simulated training stations.

Equipment is always a problem. Additional funding could be well utilized in this area. I have one alternative consideration for equipment needs. Perhaps investigation of the current policies and procedures at the Federal level for dissemination of equipment and materials from military installations or Federal installations that are closed for supplies that are surveyed out. Our State and I am sure other States are geared to accept surplus properties. Prior to the mid-1960's, we were receiving good property, serviceable and usable, which we could utilize for our vocational education program. Somewhere in the mid-1960's the Federal Government changed procedure and started selling these materials at the installations. I think this policy, if changed again, vocational education could receive better equipment which the Government can't use that we can possibly use.

Thank you.

Mr. BLOUIN. Thank you.

Please continue.

STATEMENT OF MERLIN F. RAYMOND, SUPERINTENDENT, GARNAVILLO COMMUNITY SCHOOL DISTRICT

Mr. RAYMOND. My name is Merlin Raymond, and I represent the high school in the northeast corner of Iowa.

We have an enrollment of 550, and we have, in addition to the traditional career programs, we do have ESP, or employees school program, and we did have some suggestions for this program last year. It is a new program. We are currently on the second year.

We have also a special needs program, and we think, although we are small in size, we have attempted to do some things that would only be possible through the best types of funding.

Career education strives to prepare the individual for the next step in his climb toward satisfactory employment. The characteristic or attribute which is most often the limiting factor in advancement up the career ladder and finally successful employment is social-emotional development. Profitable employees are those persons who respect other people, control their emotions, are responsible, put forth effort and follow company rules and regulations. Developing this emotional maturation in young people is a slow, demanding, expensive process since it involves changing those unhealthy and ineffective adjustment methods which have been developed throughout the person's lifetime. This process might be compared to the effort a veteran typist of the "hunt and peck method" must expend as he/she unlearns the incorrect techniques before being able to learn the proper use of the keyboard.

In addition to the classroom activities, public schools provide an extensive extracurricular program designed to facilitate this very essential social-emotional growth. Athletics, music, student organizations, department clubs, speech and drama, and class activities all provide experiences in which young people learn the following: respect for others, to control emotions, responsibility, to follow rules and regulations, and the value of putting forth extra effort.

The value of these curricular and extracurricular experiences is directly dependant upon the quality, character, and energy of the teacher responsible. The teacher who can relate to others, who is responsible and motivated, who is patient and understanding; yet firm and in control of discipline will provide experiences that enhance social-emotional growth as well as academic and technical growth. There is no surplus of this type of teacher but rather an acute shortage. Annually business, industry, government, even other educational institutions attract many of the more talented teachers who have proven themselves most effective.

At the end of the 1963 school year a promising young English teacher resigned from his position with Garnavillo Schools and began work with National Cash Register. If he had continued teaching in Garnavillo his salary for 1974 would have been $10,934. He did continue working for National Cash Register and earned $30,000 in 1974.

Another individual graduated with a business education major in 1959 from the University of Northern Iowa. After interviewing school systems he took a job with John Deere in Waterloo. If he had begun teaching in this system and stayed at Garnavillo he would have earned $10,934 in 1974. In 1974 he earned $26,390 as a foreman with John Deere.

On the other side of the coin we find that legislation is making it increasingly difficult and expensive to remove ineffective teachers.

This drain is especially damaging to the potential of our youth as we realize that our public school system is the only formal education that 30 to 40 percent of our young people receive. It is this group which needs the best environment possible for social-emotional development as well as acquisition of academic and technical skills. The youngsters who do not acquire this emotional maturity are so very often supported by taxpayers in more expensive settings.

For the 1974–75 school year our per pupil cost at Garnavillo Community Schools was $1,114. The average cost per client per year for fiscal year ending June 1974 at the Iowa State Men's Reformatory at Anamosa was $5,774.30. The average cost per student per year at the Iowa State Training School in Eldora for fiscal year ending June 1975 was $12,877.20. We have not been able to ascertain the average cost to society either legally or illegally for subsistence.

Business and industry use entry-level education requirements as a selecting and sorting process as they search for the emotionally mature person. Evidently they find that the person who follows rules and regulations of educational institutions will follow rules and regulations of their companies. This person usually learned to follow rules in an advantaged family background and would be employable even without postsecondary education. This type of student is developed quite easily in our educational process.

Our greatest challenge lies in providing support, structure, example, and direction so that the 30 to 40 percent of our youth not going on to postsecondary education can develop enough maturity to reach the next level on their climb towards satisfactory employment.

We can meet this challenge if it is possible to reward effective teachers with competitive salaries, reasonable workloads, adequate equipment and material, and relief from nonteaching responsibilities.

Mr. BLOUIN. Thank you.

STATEMENT OF CARL WHIPPLE, SUPERINTENDENT, DeWITT COMMUNITY SCHOOL DISTRICT

Mr. WHIPPLE. I am Carl Whipple from the Central Community School system at DeWitt, Iowa. We are a medium-sized school system, and I would like to just relate a few of the things that we are doing in our school system, and the need for doing much more in the area of vocational and career education.

At the present time the only strictly vocational subjects which we are teaching are vocational homemaking and vocational agriculture. One of the reasons we have not broadened out into other areas has been a lack of funds. Whenever we try to broaden our program to go into these areas, the first thing the board of education says is "Where will the money come from?"

With limited funds, we find that our people are largely still centered in the areas of the basics such as reading, writing, and arithmetic.

We were able to receive some funds because one of our teachers developed a program called work opportunities research for kids a few years ago, and developed quite a program with an original thrust in grades 2, 4, 6, 8, and 9. From this, with some additional funding for the next 2 years, we extended that program to include kindergarten through grades 12, and branched out to serve other schools in our area, smaller schools who did not have these funds.

Our experience has been here that it has been an excellent input into the school system, and the kids are becoming aware, not only of themselves, but of opportunities in the world of work. However, we find in education, people become rather fearful of branching into other areas, and as soon as we lose a person in charge of this type of program, then it tends to diminish. And we felt that even though it was very good, it is difficult to sell to your community when they have to dig up funds for it.

I would just like to point out a couple of things. One of the things that bothers me about the total area of vocational education, having been involved in this area since 1948, because this happens to be my background, it seems that we have spent more time and effort and money in trying to maintain what is a good program than really what we should be spending. It seems to me that when programs such as vocational agriculture, vocational homemaking, these sorts of programs which are good and very proven themselves, why do we have to spend all of the time and effort and money year after year convincing Congressmen and administrations that these types of programs should be continued? This is a real concern of mine, because this has gone on at least in my experience since 1948. That bothers me.

On page 2 I have underlined a couple of items I would like to call to your attention as a personal feeling of my own and my board.

With local sources of revenue being pushed to the limit, outside or Federal sources must play a bigger role in funding the local schools. Methods of providing these funds in either categorical or general aid must be considered. It would appear on the surface that general aid would be best, and then the local school district could decide what its needs are.

Anyone who has followed the program of revenue sharing by the Federal Government can easily see that it is not successful. Categorical aid with a minimum of strings attached would tend to get resources directly into areas of greatest need for the country as a whole.

As an administrator in a local school system, I find that very few people can view the total educational system. Everybody views the educational system from their own standpoint. I think you men on the Federal level are going to have to view the needs of the country as a whole, and when you see those, I think you are going to have to put the money in categorical aids which will get down to where they need to be. I would say definitely the areas of career education and vocational education are two of those needs. Whenever we start cutting back we always find that it is areas other than just the basics. In our school system, which I think is rather typical in the State of Iowa, we are still practically all rural or largely rural, and only about 40 to 60 percent—it varies through the years, of our students will actually go on to other training, even though they have ready access to technical schools, community colleges, 4-year colleges and so forth. Still only 40 to 60 percent of those students will go on to school. However, it seems to be the dream of every parent in this country, and this is publicized, that their child will go to a 4-year college, and you know as well as I do that all children could not go, all people should not necessarily go to a 4-year college. So we are going to have to supplement this, and we are making a plea from our district for you to help students to become aware of the world of work and the careers they will go into.

I think without Federal funding this will be an almost impossibility.

Thank you.

STATEMENT OF STEPHEN H. WILLIAMS, SUPERINTENDENT, MONTICELLO COMMUNITY SCHOOL DISTRICT

Mr. **Williams**. I am Steve Williams, superintendent of schools at Monticello. I want to make just a very few brief remarks.

I think you have heard and have seen the written testimony, and it has said most of the things that need to be said. Monticello is a medium-sized school with eight programs where there is Federal involvement in vocational education, which is a little more than a school of our size normally. What I would like to point out most is something that Mr. Willis mentioned this morning, which I think has a great deal of merit, and it should merit a lot of consideration at both the State and Federal levels—a cooperative program through Kirkwood, the key centers, of which Monticello has been one, and we started this year a program in building trades, and this is the second year of health occupations and an auto program, and there are six schools providing students for this.

The problem is the seed money concept, which Dr. Benton expressed better than I can. These schools are being provided 80 percent of the funds in the first year, and many schools are not entering the program because they see this as a problem; that is, where to come up with the money in the following year. And it is certainly a real concern as you try to scramble to recover that to expand your curriculum in the second year, and in the third year, particularly. So you get started, and you maybe are building a program on sort of false hopes.

I think our discussions today, in our case, we are talking about 1.55 percent of our budget, and though it is an important part of our budget, it is really sort of incidental. The guidelines have helped us I think over the past. We probably wouldn't have the club programs and the home visit and extended contracts and advisory committees were it not for Federal and State guidelines, and they probably apply very well in some of our academic areas. But still I think it is a rather incidental amount of funding, and that we are really serious about it, at least at the local level, that providing a greater share of this funding is a necessity.

I am a little concerned, and I think it was one of the concerns expressed in the panel before us, the postsecondary programs may get the most emphasis in the future of the vocational funding. We think, of course, that the preparatory program is a viable concept at the secondary level, and that it should be retained and expanded.

I believe that current year funding has been a topic in Congress, and I think this creates some problems, where you are never sure in building a budget will you get the money a year later in terms of the fiscal year. And if there is some what this could be worked out differently, it would certainly be helpful to us.

We see a lack of communication of programs. This seems to be a State problem, but as we attempt to help children at the local level, returning to special needs in title I and all of the various programs and the guidelines, we think can present a problem.

Thank you very much for the opportunity to appear.

Mr. BLOUIN. Thank you very much. Let me say, before we spend a couple of minutes in questioning, that I think I have been fortunate in getting into almost all of the schools, elementary and secondary both, represented by these school districts, and I think they represent as good a cross section of northeast Iowa's quality level of education as you can find. I appreciate very much your willingness to come here and express your views on vocational education today.

Congressman Simon.

Mr. Simon. I have three brief questions that require very brief answers from all of you. The three questions are these:

No. 1: If we were to eliminate the category of homemaking, would you continue your homemaking program?

No. 2: Would you continue it at the present level, or higher or lower?

No. 3: If you were a member of Congress, would you vote to eliminate that category?

Mr. Whipple. First of all, I would say that homemaking would continue in our school system, and I think it would continue possibly at a reduced level. And I think that the people look at homemaking in a very strange way. Homemaking has changed and so has teaching of homemaking changed. I don't think that this means that there is any lack of need for it, and finding the proper teachers with the proper training who handle it.

Somewhere in this country we have gotten way off base as to what homemaking is, and we have made out that homemaking is not an honorable occupation. I think definitely if I were in Congress I would continue to support it.

Mr. Simon. Continue to carry it as a line item?

Mr. Whipple. Very definitely; otherwise, it will be abolished completely as a line item. I can speak more of it in the area of agriculture because I don't have the homemaking background in courses and so forth, but for people to say, for example, in the area of agriculture to drop training and so forth, this country is very fortunate to have had the type of training it has had, which has developed a business or industry which can operate at such high efficiency. I think part of the reason for this is training that people have gotten through the public school system. And to cut back on something like this, look how far we are ahead of the rest of the world. I think that speaks for itself.

Mr. Williams. I am relatively new in the area, and I don't see the great problem if the category was dropped. It doesn't seem to me that we would change our program, based on your decision. That is a program that has a long standing, and funding, and I say it is not the reason why we have the program at this time. It may have been why we started it a number of years ago. I don't see the change. You said "No less money." I don't see that this change would make any difference, and I believe—well, I wouldn't see any problem of voting right now with the rather limited knowledge of how it was developed in the past to broaden this.

Mr. Raymond. In answer to the first question, the program would continue. However, I would assume that it could be numbered in its days in some respects. If I were in position to cast a vote, I would favor it.

Mr. Mueller. I think if funds were available, even though not earmarked, I think they will continue.

Mr. Simon. My assumption was that even if you didn't get our funds, the total you would get would be higher.

Mr. Mueller. Then I would go along with possible dropping of the category.

Mr. Whipple. I have had experience with Iowa in the poverty program and this sort of thing, and in connection with revenue sharing, and I used to say I was opposed to categorical aid and in favor of more general aid to education. Having been through it in the last couple of years, and having watched it—and I made a point of it in the paper—I went completely away from my former idea of bloc grants, and I have to go back to categorical, because the money does not get to the point where it should go. In revenue sharing, it is abused as far as getting to the poor and the poverty area.

Mr. **Simon**. Thank you.

Congressman Hall.

Mr. **Hall**. I have two short questions.

Mr. Williams, your testimony prompted this, but all of you on the panel may feel free to respond. You mentioned that it is difficult to meet—you didn't say it, but I will say it—what sometimes borders on the very ridiculous in Federal guidelines on some of these federally funded programs. We have to be accountable when we select appropriations for various programs, regardless of where they might be.

What, in your view, should we think of in terms of a minimum Federal requirement?

Also, you indicated that there is something of a communications gap, especially between States, if I read your statement correctly. Do you or any of you feel that maybe we are long past due for a summit meeting in this country for educators to get their heads together, especially in vocational education and training areas? Wouldn't this be profitable? I have a feeling, which I always had, that people who know best what schools need are the people in the local community, and you know your needs better than we sitting in Washington. I agree there is something of a communications gap, and I wish there was a magic formula we could get our heads together on. Is there a need for some type of summit conference or meeting?

Mr. **Williams**. In regard to the first question, I would straddle the fence, because I feel that some of these guidelines have on one side helped to promote quality programs, and on the other hand, as we sometimes look at the forms to be filled out, the CE-4's, et cetera, to be filled out, meetings to be attended, and guidelines to be met, in relation to our other sort of programs it sometimes seems like it is just not worthwhile to do this, in terms of the guidelines.

Our problem I think alludes to a difference in communication on both levels. I certainly agree with you in terms of the input from local educators. I think the concept of local control and the people on the local level really do see these programs, such a meeting, if it could really get down to some of the problems I think would be helpful.

Mr. **Whipple**. I wrote to that in the last paragraph on page 3. I said I definitely feel that somewhere the minds need to get together and determine where we are going on each of these levels. Then we need preplanning. I think there has been an extreme waste of Federal funds, merely because we don't know until the money is there how it can be used. We, in education, being in a hurry, get something together and spend it, but until we get to the point where we can plan at least 1 to 2 years ahead, we are never going to make very efficient use of public money.

Mr. **Hall**. You are saying one of the problems is we are only planning a year at a time?

Mr. Whipple. That is right. We have to plan our school system a year at a time, because we are not only doing it with the Federal Government, but we are doing it with the State government almost every 6 months, and that is a real problem.

Mr. Simon. I concur completely in your final remark, and I think it is a fundamental error which the Federal Government makes, not only in school affairs, but a great many things. We have to let the people know the amount of money available so they can use that money wisely.

Mr. Hall. You didn't imply by your position of straddling the fence that educators and the politicians are doing the same thing, Mr. Williams?

Mr. Blouin. You don't have to answer that.

[Additional information furnished by the panel follows:]

Prepared Statement of Stephen H. Williams, Superintendent, Monticello Community Schools, Monticello, Iowa

BACKGROUND INFORMATION

I am currently Superintendent of Schools in Monticello, Iowa. Monticello is a relatively small school by national standards, but in the upper quartile in Iowa. We have enrolled approximately 1500 students K–12. Monticello has had many experiences with federally funded vocational career programs, including Vocational Agriculture, Trades and Industries, Home Economics, Office Occupations, Special Needs—Work Experience, vocational programs directed by Kirkwood (including Automotives, Building Trades, and Health Occupations) and had an exemplary Pre-Career Project from March of 1971 to February of 1974.

Federal Vocational funds make up 1.55% of the Monticello budget. Individual programs (Voc. Ag., Home Ec., etc.) are supporttd in varying degrees ranging from 8–10% for established continuing programs to 80% for some programs (such as the Kirkwood sponsored vocational preparation programs).

COMMENT

Federal funding of vocational programs at Monticello, and I suspect most other schools, is both advantageous and troublesome. We believe that federal funding has, in fact, provided impetus to develop quality programs and has obviously provided financial benefit. Many schools (including our own) have, in fact, complied with guidelines attached to funding with a resultant increase in the quality of the program receiving the funding. Related clubs (FFA, FHA, OEA, etc.) have been established which would probably not have been established had it not have been for guidelines of the funding. The opportunities for participating staff to have extended contracts for planning have been very beneficial not only to staff, but to the students in these programs.

The "seed money" concept is also good in the sense that schools are encouraged to innovate and develop new programs.

There are however, several aspects of federal funding of vocational programs that create problems for local school districts. These problems include:

1. Some guidelines that hamper local school effectiveness and seem to be written without regard to local school input. (e.g. unnecessary meetings for participating staff members, specification of particular courses that seem arbitrary, unrealistic teacher load limitations, "club" meetings on school time that take students away from other courses, etc.)

2. Guidelines, forms, deadlines, red-tape, seem to be out of proportion to the funding level (1.55%) of our budget.

3. The "seed money" concept of gradually declining financial support seems to place too much money into a program early and not enough over a protracted period of time. The result of this is often that schools innovate and participate in the beginning phase, scramble for funds in the second phase, and then drop out of the program completely in the last phase. This appears to be a considerable waste of money, time, and effort with no lasting results. Programs such as the Kirkwood vocational program for local high schools (KEY) may be left with empty buildings and unemployed instructors if funding problems either

keep schools from participating or cause them to drop out as the funding level declines.

4. Local budgets are often disrupted because of lack of "current-year funding."

5. We believe that there is a "communication gap" between programs at the state level and also between states. The red-tape connected with identifying the proper funding source frequently results in an attitude of "we might just as well do it ourselves". This is fine for districts with adequate funds, but for those without adequate funds the result is often no program at all.

RECOMMENDATIONS

We would make the following recommendations.

1. "Current-year" funding.
2. Better communication between programs at state level.
3. Nation-wide coordination of programs to eliminate inequalities between states.
4. Greater funding over a longer period.
5. Greater local input into guidelines that are established for various programs.
6. Inclusion of Industrial Arts in the vocational funding picture.

SUMMARY

We believe that federally funded vocational programs have been, and continue to be, of significant benefit to students and schools. We also believe, however, that improvements can be made that will, in fact, be of much greater benefit to students and schools.

We would thank the committee for the opportunity to offer our opinion and hope that hearings such as this will be of value in any rewriting of the Vocational Education Act.

PREPARED STATEMENT OF CARL M. WHIPPLE, PH.D., SUPERINTENDENT OF SCHOOLS, CENTRAL COMMUNITY SCHOOLS OF CLINTON COUNTY, DEWITT, IOWA

Mr. Chairman and members of the subcommittee: Central Community Schools has for many years provided courses in Vocational Agriculture and Vocational Homemaking. At the present time these courses are loaded up to, and beyond capacity for the one person to handle in each area. Last year 8[illegible] students were enrolled in a one man vocational agriculture department—we have cut back on enrollment by arbitrarily scheduling students into other areas. Our school system has not hired more instructors in these areas due to lack of facilities and funds.

A Career Education program called W.O.R.K.—Work Opportunities Research for Kids—was started in the fall of 1971 with a small grant from Federal Funds through the Iowa Department of Public Instruction and channeled through the guidance area. This program was funded for three years and expanded into six other smaller school districts of Clinton County. From an original thrust in grades 2, 4, 6, 8, 9 it expanded to include kindergarten through grade 12. After three years the personnel involved were no longer employed due to lack of local funds.

In 1974–75 and into the current '75–'76 year a new program "Project Discovery" has been initiated largely from funds available for special education but also accessible to the regular student body. These funds are again largely from Federal grants channeled through the State DPI. The funds have aided the Central School District in employing a guidance counselor one-half time in junior high and one-half time in senior high. The program has given impetus to career education in both schools.

Central Schools is located equal distance from the city of Clinton and the Quad City Area. School enrollment is at an all time high for 1975–76 but has actually only varied from 2077–2121 students in the past seven years. From all indications it will tend to remain about the same. A private school in DeWitt has enrollment of 149 students grades 1–8. Location of the school with proximity to manufacturing and business areas tends to create an interest in and demaind for more emphasis on career and vocational education.

The school district has operated on an extremely tight budget with little or no surplus funds to use in starting new programs or adding to present programs. Federal Funds have been an extremely helpful source for maintaining a minimum vocational program and the starting of career education programs. Both areas need even further expansion to meet the basic needs of students in this school district. Several smaller districts close by offer no vocational agriculture and little career education—largely due to lack of numbers to get a program started. Central could not absorb these students into its program as capacity is more than reached at the present time.

With local sources of revenue being pushed to the limit, outside or Federal sources must play a bigger role in funding the local schools. Methods for providing these funds in either categorical or general aid must be considered. It would appear on the surface that general aid would be best and then the local school district could decide what its needs are. Anyone who has followed the program of Revenue Sharing by the Federal Government can easily see that it is not successful. Categorical aid with a minimum of strings attached would tend to get resources directly into areas of greatest need for the country as a whole.

It would be the opinion of Central School Administration and Board of Education that funds should come to the State Departments of Education and then parceled out to local districts. The long history of success in agriculture and home economics has shown that such a program can work. A major problem lies in the area of continually having to go to congress to maintain such funding. Program reviews are necessary but over the years the wasted manpower needed to convince congress and the various administrations to continue funding has drained away resources that could have helped to improve the program.

A continuous debate exists as to what the public elementary and secondary schools should do in relation to what the technical schools or community colleges should do and where the four year college fits in. First we must be realistic and face the fact that regardless of availability many young men and women do not go any farther than grade 12. Rural Iowa, such as our school, would rarely have a two per cent drop out rate. We also find only from 40–60 per cent of our students continuing their education beyond grade 12. These figures indicate needs in the area of vocational and career education for almost one-half of our students.

For every small school in Iowa to provide an extensive vocational and career education program would be out of the question, financially speaking. To continue as present with only limited programs is also a waste of human resources by not meeting the needs of enough students. Somewhere there needs to be a meeting of the minds regarding what can be done efficiently with a set number of students, then funds must be channeled to those areas. These numbers must be realistic for a state—not necessarily the same nationwide as density of population is a factor—but money shouldn't be spent foolishly.

Where feasible, programs should be provided in schools which prepare students to actually go on the job. This writer views the business education department as such an area. Exploratory programs are needed to be provided in areas where it isn't feasible for the secondary school to prepare students to be ready immediately to go on the job. Such areas as auto mechanics, draftsmen, chefs and etc. would be considered in this area.

We need in this country a meeting of the minds as to what education needs to accomplish in general at each of the levels. We do not need a controlled education system from the Federal government but do need a definite framework from which to operate—then let the local schools go about their job of accomplishing the basic goals in their own manner. Federal categorical aids can accomplish this task as has already been proven. Funding after the fact—a favorite trick of the federal government—has caused a vast waste of money. We need to know at least one year and preferably two years ahead as to just what funds will be available and then we can plan accordingly.

Thank you for this opportunity to express the views for Central Schools.

PREPARED STATEMENT OF DONALD W. MUELLER, SUPERINTENDENT, NORTH FAYETTE COUNTY COMMUNITY SCHOOLS, WEST UNION, IOWA

DESCRIPTION OF NORTH FAYETTE COUNTY COMMUNITY SCHOOL DISTRICT WEST UNION, IOWA

Location.—In the northeast corner of Iowa, fifty miles south of the Minnesota border and fifty miles west of the Mississippi River.

Area served.—165 sections of land within the school district. Three small communities, plus the county seat town of 2500, yielding a district population of approximately 6,000 persons. A basic rural, community, school district.

Students.—K–12 enrollment over the past nine years has averaged 1500 pupils, which yields an average of 115 students per grade level. A five year enrollment projection shows an 8% total enrollment decline, while the high school enrollment (10–12 of 350) will increase by 6%.

Transportation.—Seventeen bus routes are used to transport approximately 52% of the student body to and from school.

Facilities.—Four buildings house the educational program. Facilities are adequate and new, with the high school and one grade school completed in 1970.

Staff.—Approximately 145 people are employed full or part-time. 85 are professional employees.

Cost per pupil.—Pupil cost continues to hold slightly below the state average cost per pupil.

Program.—Educational program is judged to be above average with 61.5 units or course work available to high school pupils.

VOCATIONAL EDUCATION

Programs.—We are one of the smallest high school districts in the State to offer such a breadth of Vocational Education Programs.

Teachers.—2 Vocational Agriculture—with On-The-Job Training (2nd Teacher added 1975–76); 1 Distributive Education—with On-The-Job Training; 1 Office Education—with On-The-Job Training; 2 Vocational Home Economics.

Special.—Work Study with On-The-Job Training Special Needs.

1. Philosophy 7–12

"Vocational education offers an opportunity to combine organized classroom experiences with the reality of the world in which we live and work.

"The objectives of each separate discipline within the Department are designed to guide and instruct the students skills, attitudes, and concepts related to the role of worker and/or consumer. The learning environment will encompass the school, community, business and industry. Instruction is designed to include experiences that will upgrade basic education (including mathematics and communication skills), job experiences, citizenship, culture, family life, and leisure time.

"Vocational Education at North High School will provide curriculum choices, personal alternatives, and learning experiences in an effort to serve each individual student's needs".

2. Trends in vocational education

A. Individualized instruction to meet individual needs.
B. Flexible time schedules for mastery of different units of work.
C. Training for job entry skills.
D. Greater participation in interdisciplinary vocational programs.
E. Emphasis on Iowa Model for Career Development.
F. Multiple goaled; consumer education, career education, leisure, and home use.
G. Develop a positive attitude towards the world of work.
H. Use of community resources in the classroom.
I. Use of team teaching, programmed instruction, field trips, group and mass production projects and problem solving, and audio-visual.
J. Clubs and integral part of students' learning experiences.
K. Increased emphasis on safety, implications of OSHA law.

3. Flow chart of vocational education programs 7–12

	A	B	C	D	E	F
Vocational program	Agriculture		Office education	Distributive education	Home economics	Special needs.
Clubs	F.F.A.		O.E.	D.E.C.A.	F.H.A.	
On-the-job training	A.O.E.E.–7, 9–12 vocational agriculture.	Work study program–1, 7–12 industrial arts.	Coop office occupation–12, 10–12 office education.	Coop distributive education occupation–25, 10–12 distributive education occupation.	7–12 home economics	10–12 special needs.
In-school units of instruction	Farm Business Management. Farm mechanics Agronomic soil Animal science	Specialization Auto M/A. draw. Mechanical draw/models Electricity Woodworking	Secretarial procedures Clerical procedures General business Shorthand I and II Business english Business math. Accounting. Business law.	Management Retail selling Advertising Business english Business math Accounting Business law	Child development Human development Housing Food and nutrition Textiles	A special program developed for home room. Student guidance program.

SCHOOL SUPERVISED STUDENT WORK EXPERIENCE THROUGH VOCATIONAL EDUCATION PROGRAMS

1. On-the-job training programs (placement record of high school seniors)

The following chart reflects the placement record of high school senior students who participated in on-the-job training programs of the A.O.E.E., D.E. & O.E. vocational education departments:

	AOEE	Distributive education	Office education	Total placed for training	Total seniors	Percent placed
Year:						
1966-67	3	9	11	23	[1] 102	22.5
1967-68	1	9	13	23	[1] 100	23.0
1968-69	4	9	16	29	[1] 99	29.3
1969-70	6	14	15	35	[1] 123	28.2
1970-71	5	13	8	27	[2] 105	25.7
1971-72	2	13	14	29	[1] 110	26.3
1972-73	3	20	14	37	[1] 120	30.8
1973-74	6	16	17	39	[1] 102	38.2
1974-75	6	26	16	48	[1] 112	42.9
Total	36	129	124	290	973	29.8

[1] Graduating.
[2] Enrolled.

Conclusions

A. During the past nine years, with average senior class size, of 108 students, the vocational education programs have provided On-The-Job Training for approximately 30% of the senior class, 43% for 1974–75.

B. Student participation in Vocational Education Programs have risen sharply since 1972–73 school year.

2. Plans of high school seniors

The chart below shows the plans stated by graduating seniors for future education up completion of the twelfth grade:

[In percent]

	1967	1968	1969	1970	1971	1972	1973	1974	1975
To attend 1 of our 3 State universities	21	13	12	14	9	10	16	15	20
Private Iowa college	6	13	12	10	23	9	9	9	13
Area voc/tech schools	26	17	21	21	18	17	20	28	19
Out of State college, private, trade, technical, business, or nursing schools	8	18	15	15	9	19	5	7	7
Total percent going on for further education	61	61	60	60	58	55	50	59	59

Conclusions

A. Over the past nine years, 59% of our graduating seniors have stated plans to continue or further their education, either in college, university, vocational/technical school, (public or private).

3. Our district participation in the Federal work-study program (*Vocational Education Act of 1963*)

The program is designed to provide part-time employment for youths who *need* the earnings from such employment to continue their career education program on a full-time basis. Employment will be for the local school district or some other public non-profit agency, local, state or federal. Students are employed as office workers, building maintenance work, cafeteria workers, etc. Students are compensated, not to exceed $45.00 per month or $350.00 per academic year, and employed no more than 15 hrs. per week.

We have provided employment for six students during 1974–75 and three students during 1975–76.

The Federal Government plan (Voc. Ed. Act, 1963) was reimbursed up to a maximum of 80% of the amount compensated to students by the local school.

Conclusions

A. Federal funding was at the 80% level for 1974–75 and six students were given employment/guidance for a yearly expenditure of $2,160 (Federal $1,828, local $332).

B. Due to the total interest in the state, expected funds available for FY 76 have dropped from 80% of the $350 or $280 per student to $120 per student.

FEDERAL-STATE-LOCAL SUPPORT FOR VOCATIONAL EDUCATION PROGRAMS

1. A COMPARISON OF GENERAL FUND BUDGET GROWTH—ACTUAL EXPENDITURES TO PROVIDE EDUCATIONAL SERVICES K–12 GRADE STUDENTS, AND 10–12 STUDENTS, FROM 1972–73 THROUGH 1974–75.

	1972–73	1973–74	1974–75
Total general fund budget expenditures	$1, 379, 827	$1, 439, 116	$1, 628, 010
Total expenditures for senior high programs	$291, 697	$290, 112	$322, 670
Percent of total expenditures for senior high education	21	20	20

NOTE.—Local District Budget Growth is Currently Limited By State Aid Formula (state growth, relationship to state average cost per pupil, current enrollment).

2. CLAIMS FOR FEDERAL—STATE REIMBURSEMENT UNDER VOCATIONAL EDUCATION ACT 1963

	Claimed	Amount paid	Percent of amount paid	Portion State	Percent of amount paid	Portion Federal	Percent of amount paid
A. Fiscal year 1974 (1973–74 school year):							
Vocational agriculture	$14, 872	$4, 758		$3, 213		$1, 546	
Distributive education	6, 647	1, 945		1, 292		653	
Home economics	16, 384	4, 723		767		3, 955	
Office education	8, 536	2, 422		1, 602		802	
Special needs	1, 480	1, 480		1, 480			
Work study	679	542				542	
Total	48, 598	15, 870	32	8, 354	53	7. 516	47
B. Fiscal year 1973 (1972–73 school year):							
Total	55, 417	17, 332	31	8, 148	47	9, 185	53
C. Fiscal year 1972 (1971–72 school year):							
Total	42, 724	13, 253	31	6, 907	52	6, 346	48

Conclusions from Number 1 and Number 2 above

A. Approximately 17% of a Senior High School expenditures are apportioned to vocational school expenditures based on the vocational education claims for reimbursement for 72–73 and 73–74 school year.

B. Claims for federal/state reimbursement for vocational education programs are being paid at a 31% level of cost.

C. With the federal government paying 50% of the amount paid and the state paying 50%.

NORTH FAYETTE COUNTY COMMUNITY SCHOOL, WEST UNION, IOWA

SUMMARY REPORT—ASSISTANCE FROM FEDERAL VOCATIONAL EDUCATION LEGISLATION

A. Our district

Our school district is one of the smaller districts, in the state, to offer such a full complement of vocational education programs to its high school students.

(1) Currently offering On-The-Job Training to 43% of the senior class.

(2) For 1975–76, 215 students grades 10–12 (357 high school enrollment) average class size 115 pupils, are enrolled in some form of vocational education program (preparatory or on-the-job training).

(3) Community support, along with 31% financial support from the State and Federal Governments (50%–50%) has been of great assistance for implementation/operation of these programs.

B. Vocational education help for a neighboring high school district

We are in our second year of a shared program with the neighboring high school district (Fayette Comm. School), a district with a K–12 enrollment of

400 (av. class 30 pupils) pupils. The Fayette Community School transports (shuttles) pupils to our high school for the following courses:

	Pupils
Vocational agriculture I	3
Vocational agriculture II	5
Vocational agriculture II	6
Industrial arts III	9
On-the-job training distributive education	2
On-the-job training A.O.E.C	1
Total	26

C. Assistance during period of budget limitations

(1) The advent, in Iowa, of budget growth limitations and general inflation will tend to prohibit expansion of vocational education programs, or the implementation of programs in school districts where such programs are not available to boys and girls.

(2) Continued budgetary problems, at the local school levy, may necessitate the dropping of smaller classes, or programs, or those programs that have a higher cost-per-pupil. Vocational Education programs would probably be under close observation for elimination consideration. A real loss of a valuable educational opportunity.

SUGGESTED IMPROVEMENTS IN FEDERAL VOCATIONAL EDUCATION LEGISLATION

A. Increased funding

Consideration should be given to increasing the federal funding to 50% to insure on-going program existence and to encourage local district to implement 'new' programs.

(1) Voc. Ed. Program Claims for 73–74 were $48,598. Support was established at 32% or $15,870 ($8,354—53% was State and $7,516—47% was Federal).

B. Improved work-study funding

The Work-Study Program should be more fully funded. Inflation will continue to yield more needy students who could benefit from, supervised, employment. (Funds available for 6 students 74–75; 3 students for 75–76.)

C. Club work recognized

Club work is an integral part of a vocational education program. Financial support should be provided.

D. Employer tax break for training station support

The sub-minimum wage provision, for students in the on-the-job training, is an assistance for placement of pupils. Consideration should be given to, some form, of Employer Tax Break for employers who agree to serve as a training station.

E. Local school district, simulated training station

Consideration of some type of funding to implement simulated training stations in the local district. 'Seed' money allocated through approved projects, to establish short term, small, business. To encorporate D.E., O.E., A.O.E.E./T & I; to plan, produce, merchandise, account for a small business project. Suggestion made due to limited training stations experienced in the rural area.

F. Financial support for equipment and facilities

Consideration of additional funding for equipment needs within vocational education programs. Support funding for facility construction or expansions.

Alternative consideration for equipment needs

(1) Investigate current policies/procedures (Federal Level) for dissemination of supplies and equipment from military/federal installations that are closed or where equipment can not be put to further federal use.

(2) State of Iowa, and I assume other states, has an established center for distribution of Federal/State Surplus Property to state governmental agencies—cost to local school is based on handling charge only.

(3) Prior to the mid 1960's, serviceable/usable equipment was made available to local schools and 'good' equipment was utilized for vocational and practical arts programs.

(4) The Federal policies and procedures were changed and the 'good' or 'better' equipment and materials were sold directly to buyers at the governmental installation.

(5) A change in this policy could be of tremendous benefit to the local school districts vocational education program.

Mr. BLOUIN. Our next panel group is four representatives of 4-year liberal arts institutions in Iowa: Monsignor Francis Friedl, president, Loras College; chairman, Tri-College Executive Board, Dubuque, Iowa; Mr. Walter Griffin, Upper Iowa College, Fayette, Iowa; James Kauffman, vice president for student affairs and admissions, Cornell College, Mt. Vernon, Iowa; and May Brodbeck, vice president of academic affairs, University of Iowa, Iowa City, Iowa.

If you will take your seats, you may proceed as you wish.

As I stated, all witnesses have prepared statements, and if you choose to submit your statement, it will be inserted in the record in total without objection, and feel free to summarize in brief your comments.

PANEL OF 4-YEAR LIBERAL ARTS INSTITUTIONS—PARTICIPATING WERE THE FOLLOWING: MSGR. FRANCIS P. FRIEDL, PRESIDENT, LORAS COLLEGE AND CHAIRMAN, TRI-COLLEGE EXECUTIVE BOARD; WALTER GRIFFIN, UPPER IOWA COLLEGE, FAYETTE, IOWA; JIM KAUFFMAN, VICE PRESIDENT FOR STUDENT AFFAIRS AND ADMISSIONS, CORNELL COLLEGE, MT. VERNON, IOWA; AND MAY BRODBECK, VICE PRESIDENT FOR ACADEMIC AFFAIRS, UNIVERSITY OF IOWA, IOWA CITY, IOWA

STATEMENT OF WALTER GRIFFIN, UPPER IOWA COLLEGE, FAYETTE, IOWA

Mr. GRIFFIN. I am Walter Griffin, chairman of the faculty of Upper Iowa, and perhaps I should start by saying, "Don't let the name 'university' mislead you." It is a liberal arts college with an enrollment of about 500 students on campus. We do have a rather unique off-campus program that involves some 2,500 students throughout the United States, so that is really the reason for this designation of "university."

As a private liberal arts institution, Upper Iowa University at this time basically has three concerns about basic, technical, and career education programs. The first two of these fall into the practical realm, and the third is more of what we might call philosophical consideration.

First, we feel that the time has been reached when it must be recognized by Congress that liberal arts colleges, in varying degrees, are also training centers for career education. At Upper Iowa University, for example, we have career education programs in several areas, including secretarial science, medical technology, and prenursing.

Furthermore, purely vocational and career education programs are often supplemented at the third- and fourth-year levels by the liberal arts institutions. More and more vocational-technical graduates are recognizing the need for additional education in the liberal arts. We have many such students transferring into our university because of their need and desire to accompany their technical skills with knowledge and understanding of the humanities, social sciences, mathematics, and natural sciences.

We feel strongly that a graduate of any kind of an educational institution should possess more than a bare skill. Graduates of vocational-technical institutions should be exposed to liberal arts professors who can develop in them an intellectual attitude and a habit of inquiry. The minds of these students should be challenged and encouraged to develop creativity and originality. A vocational graduate may be highly skilled technically, but may be sadly lacking in the broader and finer aspects of knowledge.

If we think of a person's entire life it must be readily conceded that vocational training alone is not adequate. One of Iowa's leading educators, Dr. Howard Bowen, former President of Grinnell College and of the University of Iowa, and now professor of economics and education at California's Claremont graduate school, has referred to the contribution of the liberal arts institutions as:

> A fulfillment of individual personalities, to the enrichment of the culture, to greater equalization of opportunity and attainment not only to the growth of the Gross National Product (*Des Moines Register*, June 3, 1975).

The liberal arts colleges, therefore, offer much to carrer education in the larger sense. Yet Congress has generally previously neglected the involvement of these institutions with career and vocational edcation programs. We recommend that when funding proposals are considered the role of the liberal arts colleges not be overlooked.

Our second major concern is that as the area vocational technical schools within Iowa move more and more toward full-fledged community colleges with extensive liberal arts offerings that they will pose a direct threat to the existence of the private liberal arts institutions. Only 20 of Iowa's 16 area vocational-technical schools have not yet gained community college status, a transition which has had strong adverse effects on private college enrollment.

Because of financing inequities, tuition at area schools is significantly lower than at the private colleges, and many freshmen and sophomores are selecting the area schools rather than the liberal arts institutions. If the trend continues, the very existence of many of the private colleges may be in jeopardy. Two of Iowa's private colleges—Parsons and Midwestern—have closed within the past 3 years, and numerous others have experienced serious financial problems.

While we have previously expressed our commitment to the importance of liberal arts for the vocational-technical student, we recommend that in areas of Iowa where facilities already exist through the private colleges for liberal arts offerings that rather than duplicate facilities by creating community colleges that we seek some type of cooperative arrangement between the area vocational-technical schools and the local private liberal arts colleges.

Within the area 1 school region in northeast Iowa, for example, there are five private liberal arts institutions—Clarke College, Loras College, University of Dubuque, Luther College, and Upper Iowa University. Each offers extensive programs leading to baccalaureate degrees in the recognized disciplines of an undergraduate liberal arts program. Each has library facilities that have been accumulated over many decades that would be extremely difficult, if not impossible, to duplicate. It would be an unnecessary expense to the taxpayers of northeast Iowa to duplicate library facilities and staff for a liberal arts program

It would likewise be an unnecessary tax burden to duplicate the administrative and instructional staffs of these liberal arts colleges in order to justify a comprehensive community college. Each of the private colleges has the faculty, physical facilities, and the commitment to serve the needs of the citizens of northeast Iowa in providing baccalaureate programs in the liberal arts, as well as programs leading to the associate of arts/science degree.

Upper Iowa is interested in further studying the possibility of a contractural arrangement between the area 1 vocational-technical school and the five private colleges in the region which would provide citizen accessibility to a 2-year liberal arts program comparable in quality and cost to those being offered elsewhere in Iowa. The needs of the State vary significantly from one region to another, and this should be recognized in the development of area schools. Hawkeye Tech in Waterloo, area 7, is an excellent example of an area vocational-technical school complementary to the existing State university, University of Northern Iowa, and a private liberal arts institution, Wartburg College.

Our final concern about vocational-technical career education is that within the last several years we discern a national infatuation with programs of these types operating to the ultimate detriment of the liberal arts. Not only is vocational and career education being portrayed as a suitable alternative for many persons to the traditional college and university experience, but in many cases we are told that the bright young man or woman finishing high school given the economy of the 1970's, is far wiser to head for the local vocational-technical school than to a 4-year college or university.

The pendulum of higher education, we believe, is swinging too far toward the vocational-technical approach and too far away from the liberal arts. We are under the pressure of an economic recession with a serious job squeeze. Vocational specializations have become rampant in our 2-year institutions and some of our 4-year institutions have become obsessed with vocational specializations and sub-professional specializations. If continued, we believe this trend will have adverse effects on American life in succeeding decades.

According to Fred Hechinger, nationally known education authority, it is ironic that precisely "a decade after students revolted against a system they considered riddled with materialism and devoid of a sense of human values," much of our education is now moving full speed ahead on a course dominated by materialistic concerns, and is "cut off from those liberal studies that in the past have been associated with the preservation of humanistic traditions and humane goals." [*Saturday Review World*, Nov. 16, 1974.]

Willard Wirtz, former Cabinet member and President of the National Manpower Institute, recently stated that:

> Only when we get away from thinking about vocational or occupational education—in terms of training for a particular occupation—and realize that what we are talking about is a different kind of training for the whole of the adult experience, will we see some change in progress (*The College Board News*, Jan. 1975).

One of the finest assessments on this point was made by Robert Goldwin of Annapolis' St. John's College who observed:

There is more to living than earning a living but many earn good livings by the liberal skills of analyzing, experimenting, discussing, reading, and writing. Skills that are always in demand are those of a mind trained to think and imagine and express itself. Those are the qualities that a liberal education nurtures and vocational training does not (Baltimore *Sun*, May 7, 1975).

Allen Pifer, president of the Carnegie Corp. of New York, argues that if we continue to concentrate only on developing marketable skills, we have no place to turn for statesmen and philosophers, without whom no society can hope for greatness. Like Dr. Pifer, we are concerned with the current emphasis on acquiring vocational skills alone. Such an education usually does not produce a person capable of moral discrimination, who knows enough about what man has wrought to see himself or herself in the current human predicament in perspective. [*Chronicle of Higher Education*, July 7, 1975.]

Bernard S. Adams, president of Ripon College, has labeled this current emphasis the "new vocationalism" and deems it a threat to our traditional idea of a liberal arts education. According to Adams:

> * * * my concern is that one's training for a job is thus likely to come at the expense of one's education for life. If ever the world cried out for breadth of perspective, surely it is now. If ever there was danger that a narrow, vocational view would render people insensitive to needs and issues outside their particular vocational enclosures, it is now.

We at Upper Iowa University believe that a balance needs to be achieved between vocational-technical and liberal arts education. We have much career training in the liberal arts colleges and universities. The great advantage of preparing for these vocations or careers in liberal arts institutions is that the student acquires both practical skills and a concern with humanistic goals. For society cannot advance upon the contributions of its engineers and technicians alone.

We believe that vocational-technical and career education programs need to be complemented and supplemented by the humanistic concerns of the liberal arts. We hope that the Congress, in its consideration of future educational legislation, will be aware of the need to achieve this balance.

Thank you very much.

Mr. Blouin. Ms. Brodbeck.

STATEMENT OF MAY BRODBECK, VICE PRESIDENT FOR ACADEMIC AFFAIRS, UNIVERSITY OF IOWA, IOWA CITY, IOWA

Ms. Brodbeck. Thank you, Mr. Chairman.

I am May Brodbeck, vice president for academic affairs and dean of faculties at the University of Iowa, and I am grateful for the opportunity to appear before you. I agree with many of the things my colleague has said about liberal arts education and its importance and the importance of the liberal arts college to the vocational-technical education of people in America.

I want to look at a different aspect of this.

The University of Iowa has a great liberal arts program, as well as many other aspects of higher education, and I would like to speak to the particular kind of contribution that both universities and liberal arts colleges can make on vocational-technical education.

An effective, high-quality program of occupational education in this country will require the cooperative contribution of all segments of the educational community. Secondary education cannot perform the task alone. Vocational education cannot do the job by itself. Even those secondary and postsecondary programs concerned primarily with occupational training require the assistance and resources of educational institutions whose mission extends beyond that task.

A truly effective national program of occupational education must consist of more than a network of schools training students in specific skills for specific jobs. In our world where technology and social needs change at blinding speed, it is all too easy to develop occupational programs that are virtually obsolete before they are operational. There is a constant need to reach out to new segments of the population, to redefine occupational opportunities, to revise existing curricula, to create new programs for new situations, and to retrain graduates and instructors. Most important of all, there is a constant need to provide the students themselves with the flexibility and breadth they will need for the occupational shocks that the future undoubtedly holds.

It is here where our universities can perform their most appropriate role. As educational and research institutions on the cutting edge of technological and social change, they have the environment and the resources to assist occupational education in its constant task of growth and accommodation. At the University of Iowa, for example, we have had since 1958 a unique cooperative arrangement with the Iowa Department of Public Instruction to provide such assistance to occupational education in the health field. Known today as the program in health occupation education, it provides advisory services, teacher education, research, and development in curriculum and instructional materials to secondary and postsecondary school personnel across the State of Iowa. It serves 13 community colleges and two technical institutes which offer a total of 23 preparatory programs in health occupations.

Ranging from 1 to 2 years in length, these programs represent 16 different types of preparation. They produce associate degree nurses, dental assistants, dental hygienists, environmental health technicians, medical office assistants, medical lab assistants, operating room technicians, practical nurses, and other specialists. Last year more than 2,700 students were enrolled in these preparatory programs, a 13.3 percent increase over the previous year. Approximately 1,250 students were served in the short-term nurse-aid-orderly programs, and a total of almost 28,000 employed health-care practitioners were assisted by continuing education courses in the area schools.

The placement rate for graduates of these programs is high. When the last study was made, only 3.7 percent of those who graduated were unemployed 6 months after completing their respective programs. Approximately 91 percent were gainfully employed, and the remaining 5 percent were pursuing further studies.

Included in my written statement as an appendix is a booklet which explains how the University of Iowa's program in health occupations relates to these 73 preparatory programs and their 293 instructional personnel. Without doubt, the success of postsecondary education in health occupations here in Iowa owes much to this program which connects the actual training effort with the medical, health, and educational research environment in a major university. Pending approval of its proposal, the university soon hopes to have a program that would also permit students who had occupational training in a health field to expand their educational experience and to secure a baccalaureate degree.

I could cite other examples at the University of Iowa, ranging from the college of business administration to the department of home economics, where the resources of the university are brought to bear on the needs of occupational education. The point is that universities can make and do make a special contribution to occupational education.

This is why the University of Iowa strongly endorses the view that 40 percent of Federal vocational education funds should be reserved for postsecondary occupational education. We believe that such a provision in future legislation would insure an appropriate balance in the use of vocational educational funds. We believe that it would encourage diverse contributions from many kinds of institutions rather than simple duplication by a few. We believe that it would encourage the kind of two-on-two programs exemplified by our own proposed baccalaureate degree in health occupations education. Lastly, we believe it would free occupational education from the stereotypes of student age and ability often associated with such education in the past.

It is this concern for educational diversity that prompts me to raise a second issue in these hearings today. A popular topic today is the need for planning. One can hardly pick up a daily newspaper without learning that some new committee, bureau, center, board, or task force has been created for the sake of planning. Now planning is an important concept, and it is a proper subject for any legislation that authorizes new programs and funds.

At its very best, planning can eliminate the duplication and encourage the diversity that I have just endorsed. If planning takes place at too high a level of abstraction, however, it can have a contrary effect. It can discourage diversity, prompt uniformity, and lead to inflexibility. It can generate complex and unrealistic regulations as well as multilayers of bureaucracy that stifle rather than promote educational innovation.

It is entirely proper that Federal agencies demand financial and programmatic accountability for the funds that Congress appropriates and that they administer. It is entirely proper that Statewide agencies and commissions advise and assist individual institutions in their educational tasks. Truly effective planning can take place, however, only when it begins on the institutional level and moves upward to the State and national level.

It would be nice to think that we could design and implement a national model for occupational education that would meet our needs from Maine to California. It would be almost as nice to believe that, at least on the State level, we could come forth with clear blueprints which would structure occupational training for Maine or California or Iowa. Even if we could, however, the rapidly changing nature of the occupational scene requires that planning takes place on the programmatic and institutional level.

This does not mean that there can be no effective planning beyond the walls of an individual institution. The cooperative partnership in health education that exists between the University of Iowa, the Iowa Department of Public Instruction and the 15 area colleges in this State is a good model of how educational planning can take place on and yet beyond the institutional level.

In the years ahead, the success of occupational education will depend on the incentives Federal legislation will provide, not on the ideologies Federal agencies may promote. It will depend on resources rather than regulations, and on interinstitutional commitment and cooperation rather than the blueprints of national or even Statewide commitees. Most important of all, it will depend on the freedom of postsecondary education to respond through accommodation and innovation to the constantly changing needs of the occupational scene.

I thank you, Mr. Chairman, and members of the committee, for this opportunity you have given us to testify.

Mr. Blouin. Mr. Kauffman.

STATEMENT OF JAMES KAUFFMAN, VICE PRESIDENT FOR STUDENT AFFAIRS AND ADMISSIONS, CORNELL COLLEGE, MT. VERNON, IOWA

Dr. Kauffman. I am James Kauffman, vice president for student affairs and admissions at Cornell College.

Mike, I would like to thank you specifically for maintaining your commitment to bring the committee hearings to this area, and Cornell College thanks you for including liberal arts in your program.

To some it will appear incongruous for the liberal arts to be represented at a hearing on vocational education legislation, and others will interpret our appearance as a desperate grasp for survival. I am well aware of past attempts to keep the liberal arts separate from vocational training programs, and for many of my colleagues any move to do otherwise is, even now, considered an act of heresy. But I agree with the comments of Congressman Perkins made at other hearings that the cheapest insurance against unemployment and welfare is finding new ways to do old things better.

I do not come before you today with simplistic answers to the complex issues of vocational training. I am here to encourage your committee to continue its aggressive search for solutions which embrace all sectors of postsecondary education and all segments of our population.

It is my judgment that any position on vocational training which limits itself to the narrow perspective of gaining immediate employment is, in the long run, counter-productive. While it may solve an urgent need, it does not provide for long range adaptability which is so necessary in our changing society. I believe any specific training activity must carry a concomitant responsibiltiy to educate people for change—for growth—and for a developing sense of worth.

Toffler in his treatise on the future says:

> For while we tend to focus only on one solution at a time, the increased rate at which situations flow past us vastly complicates the entire structure of life,

multiplying the number of roles we must play and the number of choices we are forced to make . . . To survive, to avert what we have termed future shock, the individual must become infinitely more adaptable and capable than ever before.

I am struck by the title of one of today's best sellers, "Working"—a composite of personal interviews about work. As the introduction states, "it is about a search—for daily meaning as well as daily bread." Anyone who has read this book will no doubt share my concern over the all too few people who find meaning in their daily lives.

To maintain our viability, our country requires people who have the skills of employment for our expanding technology, but this must be balanced with humanistic training which provides the moral courage to stand for quality and honesty and which allows one to find meaning in his or her nonjob life.

I feel the anxiety exhibited by our young people today in regard to training for a specific task or role may well cause an overreaction similar to that which produced the surplus of engineers in the last decade. To help us overcome this growing anxiety we need support for programs which will assist us in helping people see options rather than absolutes.

Mr. Chairman, as I read the proposed bills before this committee, I'm encouraged that attention is being given to the issues I've just discussed. H.R. 3037, the Vocational Educational Amendments of 1975, includes in part B, career guidance and exploration. This deserves your support. I also urge strong consideration for H.R. 3270, Career Guidance and Counseling Act of 1975. This particular bill, as I read it, is designed to meet a critical need by viewing potential career decisions as a national priority.

In conclusion, Mr. Chairman, I must acknowledge that for several years liberal arts institutions have begrudgingly recognized a shift in interest from their style of education to the more career-oriented curriculum. Cornell College, like many other institutions, has responded to this situation by changing or altering its offerings while maintaining its basic philosophic commitment to the liberal arts.

Whatever the future holds, this country will always need liberally educated men and women. From my perspective, while the demand may be down for liberal arts graduates, our country's need for them is increasing. In the legislative deliberations of this committee, I urge your support for programs which will not exclude, but include liberal arts students or liberal arts institutions.

Thank you very much.

Mr. Blouin. All right, Monsignor Friedl. You are next.

STATEMENT OF MSGR. FRANCIS P. FRIEDL, PRESIDENT, LORAS COLLEGE, AND CHAIRMAN, TRI-COLLEGE EXECUTIVE BOARD

Monsignor Friedl. My name is Msgr. Francis P. Friedl. I am the president of Loras College in Dubuque, and chairman of the tri-college cooperative effort, a consortium composed of Clarke College, Loras College, and the University of Dubuque. On behalf of these institutions, I wish to express our gratitude for the opportunity to appear here as their spokesman to affirm our very strong support for vocational and technical education, a form of training badly needed and long neglected in most sections of our country until recent years, and to urge that Federal legislation dealing with vocational and career education take into consideration certain points.

There are five of these points on my paper, and I should like to enlarge briefly on each of these, realizing that some of these comments will overlap with comments made by other members of the panel.

First, we ask that Federal legislation encourage the same type of cooperation between the private sector of higher education and vocational-technical schools that is mandated for this State in the Iowa Code. Cooperation is actually set forth in present Federal legislation. For example, section 123(a)9 of the 1963 Act states: "In the development of vocational education programs there may be cooperative arrangements with other agencies such as institutions of higher education." It would be our preference that the language be stronger so that cooperation is mandated wherever there is a possibility of duplication of efforts or resources.

Our second point is that Federal legislation should carefully preserve the distinction between the liberal arts and vocational-technical education. That distinction is very well made in present Federal legislation. However, I believe that the new concept of occupational education, postsecondary, as distinguished from vocational education, does create the possibility that the line between the liberal arts and occupational education could become blurred.

Third, we believe that Federal appropriations should be made to vocational-technical schools in such a way that these schools will not feel compelled to seek community college status in order to quality for those funds. Vocational technical schools often feel the need to supply a limited number of liberal arts support courses, and limitations are placed on their funds for these coures, and as a result all but two of the vocational technical schools in Iowa have sought and received community college status. In northeast Iowa we have been seeking an alternate route for providing 2-year open-admission liberal arts programs at low cost to the taxpayer through funding that would be channeled through the vocational-technical schools to the five existing liberal arts colleges in that area. These colleges already have the libraries, faculties, student life arrangements for such a program built and gathered at a cost of many millions of dollars.

Our fourth point is a broader and somewhat philosophical concern. We feel that the offerings of the vocational-technical schools should reflect the genuine needs of employers in the area. That is, the same area concept which establishes constant radii for attendant centers should continue to be applied to the curriculum of the vocational-technical schools.

Finally, we urge the preservation of the original concept of these area schools, that they are to be within commuting distance of students. We realize that the current energy shortage encourages the provision of residential student life programs for our area schools. Our concerns with this trend might be expressed in two ways: First of all, the 1980's will see enrollment decreases in higher education, and campuses will have empty facilities. We hope that attempts will be made to use these facilities rather than to invest heavily in the next 2 years in new construction.

Our second concern is this: The presence of residential student life programs on the campuses of various schools we feel increases the likelihood that these schools will advance to the next higher level of postsecondary education; namely, toward becoming 4-year liberal arts bachelor degree granting institutions.

I thank you, Mr. Chairman, and I thank the members of the committee for listening.

[Complete statement of Msgr. Francis P. Friedl follows:]

PREPARED STATEMENT OF MSGR. FRANCIS P. FRIEDL, ON BEHALF OF LORAS COLLEGE, CLARKE COLLEGE, AND THE UNIVERSITY OF DUBUQUE

My name is Monsignor Francis P. Friedl. I am the president of Loras College in Dubuque, and chairman of the Tri-College Cooperative Effort, a consortium composed of Clarke College, Loras College, and the University of Dubuque. On behalf of these institutions I wish to express gratitude for the opportunity to appear here as spokesman on the issue of legislation dealing with vocational and career education.

The Vocational Education Act of 1963 set a new pattern for Federal support of public vocational education. It modernized the entire vocational system, made resources available to all persons in all communities, and offered job or career training to persons desiring entry into virtually every occupation below the professional or four-year degree level.

From fiscal year 1965 to the present, the flow of Federal funds has steadily increased to help promote the desired changes. Funds were provided for the construction, remodeling or expansion of facilities designated as area vocational schools, as well as for supporting services.

Focus shifted from the traditional occupational categories to the specific needs of youth and adults in certain population groups, as well as to training for job stability, and assistance to the handicapped and disadvantaged.

The entire area of vocational-technical education has long been neglected in most sections of this nation. There has been clearly a need for programs and instruction leading to the acquisition of particular skills and trades throughout the nation. There are many young persons who are unable or unwilling to pursue the traditional programs leading to the Bachelor degree. However, an opportunity should exist for them to acquire the necessary training and skills so that they may be productive citizens and self-sufficient. Their skills and training in the vocational-technical areas should bring them a personal satisfaction as they make a positive contribution to the society of which they are a part. Furthermore, many mid-career persons with skills need an opportunity to retrain in their particular fields. In other cases, mature adults also need an opportunity—in today's economy—to receive training that will enable them to change their job status by acquiring skills and knowledge.

The three schools which I represent, and many other liberal arts colleges of the nation, because of their mission are unable to provide this necessary segment of education, now receiving justified attention on the part of educators. We simply do not have the facilities nor the faculties to develop vocational-technical education.

We do applaud the efforts being exerted on behalf of those students who choose to receive a career-oriented education requiring skills not presently being developed by existing institutions.

There is, however, a trend in vocational-technical schools to grow into community colleges, and to expand their offerings into the area of arts and sciences. The development of such programs in our midst is a questionable endeavor, since the liberal arts already exist in abundant array in most sections of the nation, and particularly in the City of Dubuque. This point of view is supported by the Iowa Code, Chapter 280 A. 23:

"The board of directors of each area vocational school or area community college shall:

1. Determine the curriculum to be offered in such school or college subject to to approval of the state board. If an existing private educational or vocational

institution within the merged area has facilities and curriculum of adequate size and quality which would duplicate the functions of the area school, the board of directors shall discuss with the institution the possibility of entering into contracts to have the existing institution offer facilities and curriculum to students of the merged area. The board of directors shall consider any proposals submitted by the private institution for providing such facilities and curriculum. The board of directors may enter into such contracts. In approving curriculum, the state board shall ascertain that all courses and programs submitted for approval are needed and *that the curriculum being offered by an area school does not duplicate programs provided by existing public or private facilities in the area.* In determining whether duplication would actually exist, the state board shall consider the needs of the area and consider whether the proposed programs are competitive as to size, quality, tuition purposes and area coverage with existing public and private educational or vocational institutions within the merged area." (Emphasis added)

In order to prevent further proliferation of educational institutions the colleges of Dubuque urge that Federal legislation dealing with vocational and career education take into consideration the following points:

1. Federal legislation should encourage the same type of cooperation between the private sector of higher education and voc tech schools that is mandated in the Iowa Code.
2. Federal legislation should carefully preserve the distinction between the liberal arts and vocational-technical education.
3. Federal appropriations should be made to voc-tech schools in such a way that these schools will not feel compelled to seek community college status in order to qualify for those funds.
4. The offerings of the vocational technical schools should reflect the genuine needs of employers of the area.
5. The original concept of area schools—that they are to be within commuting distance for students of that area—should be preserved.

In the 1960's when the threat of the "closing college gates" was a very real fear for potential college students, the private sector of higher education went heavily into debt in order to prevent those gates from closing, to provide every college student with options for his educational career. The cautions we propose will, we believe, tend to minimize the effect of such expansions and debts, because they will tend to prevent a costly, unnecessary, and damaging duplication of offerings on the post secondary level.

Mr. BLOUIN. Thank you, and I thank the whole panel for your comments. Congressman Simon.

Mr. SIMON. I have just a couple of comments. And we are moving a little away from vocational education, although I think the whole field is very intertwined.

I would disagree with you somewhat, Mr. Griffin. I think the new emphasis on vocational education is fundamentally a healthy thing. I am very concerned that we are, when you look at the simple demographics, that we will face the demise of a number of private colleges and universities over the Nation. I think that coincides with the need that we have. I have just returned from a trip to Korea, and Korea and Japan, with no natural resources, just do phenomenal things with their economy because they have maximized the use of their human beings. It is a real lesson.

My feeling, and I would be interested in hearing from you three as well as from the University of Iowa, if I may digress. I agree with you on planning, except I think sometimes there has to be a larger picture on the planning also, so then we see a little more in advance what our needs are going to be for teachers, engineers, or whatever, a little more than we have, which you sometimes don't get as you look at one institution alone.

But I have discussed with one of the other members of the Higher Education Committee, and I have not had a chance to discuss it in depth with your fine Congressman here, about the possibility of moving toward something similar to what we had after World War II in the GI bill, only have it universal wherever it went, where the Government pays the tuition, and the Government pays a living stipend for anyone who has ability, whether he is going to Kirkwood or Upper Iowa, or Monsignor Freidl, to Loras College. We simply have too many people who are not using their abilities and who ought to be attending your schools, helping to save your schools, but also helping to save the Nation in the process.

I am just curious on the reaction you would have to something like that.

Mr. **Griffin**. In Iowa, you are probably aware already we have an extensive tuition grants program funded by the State, based on need. You are probably discussing something like that on the Federal level, but not restricted to need.

Mr. **Simon**. This is correct, and as I read of the Iowa plan, you have about what, a fourth of the students who are eligible on the basis of need?

Mr. **Griffin**. I believe so. It has been going up with the recent legislation. In the initial legislation it has been increased, that is, the number that may take advantage of it, but it is still not funded at 100 percent of the needs at the present time.

Monsignor **Friedl**. Congressman Simon, I like your concept because it establishes the idea of an educated citizenry as a national asset, something which returns in a large measure to the country, far beyond what you put into the educational institutions.

Mr. **Simon**. If I may interrupt you at that point, it is very interesting, that is precisely the case. We conceived of the GI bill after World War II as a gift to the veterans. We have been repaid 10 times over in taxes for that particular item, and I didn't mean to interrupt, so proceed.

Monsignor **Friedl**. I just wanted to say, I like the philosophical approach very much.

Mr. **Kauffman**. I would agree. As we look at the tuition differentials as they grow within the country, private sector and public college sector, which is growing greater and greater each year, I think Federal funding is going to be necessary. The only question I have with the Federal funding would be the kind of stipulations the Congress seems to be putting on funding now, and under threats of failure to comply with certain issues, we are liable to lose Federal funding. I refer to the Buckley amendment specifically, and I hope if we have funding for tuition support from the Federal Government, it will come in a certain way, without strings attached to it.

Mr. **Simon**. May I ask this further question of the three of you? What kind of endowment do you have in your school?

Monsignor **Friedl**. In terms of amount, our endowment is approximately $5 million.

Mr. **Kauffman**. Our college endowment is approximately 10.8 million.

Mr. GRIFFIN. In upper Iowa it is about $2 million.

Mr. SIMON. $10 million or $2 million may sound ample to some here, but when you compare, Harvard has about 1.5 billion, you know, and those kinds of endowments just don't indicate a solid future, speaking candidly, for your institutions, unless we have some other kinds of programs.

Thank you, Mr. Chairman.

Mr. BLOUIN. Would you like to comment for the University of Iowa?

Ms. BRODBECK. Yes; we would support any program of the kind Congressman Simon recommended, particularly with what help it will give to private colleges and little colleges. We believe they offer an alternative formula which is necessary, and we don't believe it should be monolithic or simply one type of education available to people.

I should add merely that we would expect that our students also would be eligible for these benefits as they are elsewhere, but it would make possible I think to choose [illegible] likely where they wanted to go.

I would feel that any regulations that we are subject to, all the schools would have to be subject to them as well. But I think we would all very much welcome this kind of increased aid for students who can profit from higher education.

Mr. SIMON. I might add I think you would be, or the State universities would be beneficiaries also of such a program. You do not face the kind of financial crunch that the private colleges and universities do?

Ms. BRODBECK. No.

Mr. BLOUIN. Congressman Hall.

Mr. HALL. I agree very much with Congressman Simon's comments. I believe the GI bill has been successful and we have been greatly repaid.

I think that the rivalry, if I may use that term, between liberal arts and the vocational education people is somewhat healthy. We need it. But I think we would make a mistake, in assuming, as I think I detect a little of this coming through, not just here but in Illinois and other places, that a graduate of either liberal arts or vocational institutions does not necessarily have a guarantee on a job or success in a job, and I hope we don't deviate from that thought.

I have no other questions. Thank you.

Mr. BLOUIN. Thank you, Congressman Hall.

I might finish with the statement that you have three Members of Congress who are also members of the Higher Education Subcommittee, as well, and we are all in the GI bill financial program, and I think if we get a few more, you can see where we are going.

Our next panel is made up of two people, Ms. Joyce van Deusen, Iowa Women's Political Caucus; and Ruthanne Harstad, of the National Organization of Women.

Your testimony will be entered in the record as submitted to us and you can summarize it or do whatever you wish, but we would like to conclude this panel about quarter after 4. You may start in any manner you want to.

PANEL OF WOMEN'S GROUPS (SEX DISCRIMINATION IN VOCATIONAL EDUCATION)—PARTICIPATING WERE: RUTHANNE HARSTAD, NATIONAL ORGANIZATION FOR WOMEN, CEDAR RAPIDS; AND JOYCE VAN DEUSEN, IOWA WOMEN'S POLITICAL CAUCUS, CEDAR RAPIDS, IOWA

STATEMENT OF RUTHANNE HARSTAD, NATIONAL ORGANIZATION FOR WOMEN

Ms. Harstad. I am Ruthanne Harstad, a member of the Cedar Rapids Chapter of the National Organization for Women.

The National Organization for Women, NOW, is grateful for the opportunity to be included in this field hearing. It is our understanding that the hearing was scheduled so that the citizens could more conveniently express their views to this subcommittee.

In that you are currently working on renewing legislation which will allocate money for existing programs at the elementary, secondary, and junior college levels of our schools, we do indeed have some concerns to share with you.

Unfortunately, we were not notified of this meeting soon enough to do any thorough research which would show an exact picture of the discriminatory practices which exist in our Iowa schools. However, we do have some figures which indicate national trends. We feel confident that Iowa schools are not an exception to these percentages. Two-thirds of all secondary vocational education students are girls; 55.5 percent of all vocational-ed students, secondary or postsecondary, are females.

Yet these girls are still being channeled into potentially low-paying, traditionally female training programs. They are typically being taught by women whose salaries are lower than their male colleagues and whose opportunities for advancement are markedly fewer in number than those enjoyed by men. All students, both male and female, are using textbooks which stereotype working roles for men and women in our society.

More often than not, books children use depict women only as homemakers, teachers, or nurses. This kind of portrayal is less than realistic—however, a look at schools themselves indicate discriminatory hiring practices, thereby not only limiting capable women, but providing very few leadership role models for girls attending our schools.

A study conducted in 1974 and published in the PTA Magazine [Janice Law Trecher, "How Equal Is Your Daughter's Education?" 68:22–24, Feb., 1974] shows that on the elementary level 84.7 percent of the teachers are women while 19.4 percent of the principals are women. The situation is worse on the secondary level: 45.9 percent of the teachers are women while women hold only 35.5 percent of junior high principals' positions and only 3 percent on the high school level. Representative Michael Blouin's hometown of Dubuque, Iowa outstrips all of these percentages in that not one public school there has either an assistant principal or principal who is a woman.

Where, we ask you, will our daughters and sisters, many of them potential heads-of-households, find the strength to insist on receiving training in well-paying skills when, at every turn, they find both subtle and blatant resistance to their enrollment in many educational programs?

NOW recognizes the fact that schools need money from the Federal Government. We want the schools to have such money. But we're tired of having this money spent in the same old ways and will not be satisfied with simply participating in hearings such as this when we know that the Government has refused to look at programs as they exist.

The desperate need is to provide HEW with a staff which is large enough and committed enough to undertake careful onsite reviews in all our schools—not just the large-city schools—to examine hiring practices, the treatment of female students, and the materials being used by them. Through HEW, the Government should refuse to be willing to fund any discriminatory institutions.

Title IX of the education amendments was passed by Congress in 1972. Final regulation for title IX was passed on July 21 of this year. We are well aware that its passage was brought about largely through the efforts of this subcommittee. We applaud your efforts.

However, the final regulation does mean that there is simply no longer any excuse for allowing discriminatory practices to exist. To point out to you how seriously this organization regards this matter, we would like to remind you NOW, along with other organizations, has brought suit against HEW for nonenforcement of title IX and other nondiscriminatory laws.

Mr. BLOUIN. Thank you.

STATEMENT OF JOYCE VAN DEUSEN, IOWA WOMEN'S POLITICAL CAUCUS

Ms. VAN DEUSEN. I have before you a chart [chart was on a tripod] which depicts the various areas in vocational education offered other than home economics and agriculture, in which male courses dominate the last group and females the first group.

My name is Joyce Van Deusen, and I am the chairperson of the Linn County Women's Political Caucus.

The Vocational Education Act is explicit in its contention that all persons should have an equal opportunity in training programs. Yet in 1974, HEW's, Health, Education, and Welfare, Acting Assistant Secretary of Education, speaking before the National Schools Committee for Economic Education, described his visits to vocation-technical schools that contradicted the act's intent.

For instance, he observed that "in one city, the average expected wage for trades learned by girls was 47 percent lower than for trades learned by boys. So not only were students channeled into traditionally male or female jobs, but girls were guided into employment at lower income levels.[1]

The average woman earns only 60 percent of the wages that the average male earns.[2]

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[1] *What is the Role of Federal Assistance for Vocational Education?*, Office of Education, Department of Health, Education and Welfare.

[2] "Twenty Facts About Women", Women's Bureau, U.S. Department of Labor.

One comes to understand how this happens by examining the following situation. At one school in Linn County during a career program students were shown a filmstrip about various vocations. According to one female student who saw the visual aid, there were various roles in which mostly males were shown working in such jobs as mechanics. But the part which really angered her was that of a group of males welding and the teacher said something to the effect "but of course girls would rather work fixing their hair"—encouraging girls to go into cosmetology schools. This student was offended. Yet she felt that she would make herself vulnerable by protesting. Her peer group was likely not so sensitized and the teacher's integrity might have been challenged.

An analysis of 1972 Office of Education of HEW statistics indicate that members of one sex tend to cluster around certain jobs. To illustrate, those enrolled in health and office occupations were predominantly female; whereas, those enrolled in technical and industrial fields were predominantly male.[3] Another example would be females are trained to type, but males are trained to repair the typewriters.

A 1972 Office of Education report about women in education described several factors that have limited training opportunities for females. Among them were restricted admissions in vocational schools, sex-segregated courses, and vocational interest inventories which provide different scores for males and females.[4]

I do not have any data about limiting females' entrance into vocational schools. However, I can tell you about an experience that female students probably share in Linn County. One student told me that upon registering for a course in drafting she had her father accompany her to school to insure that she would be able to take the course. Her father said that he mentioned to the administrator of the school that Collins Radio hires many people as drafting technicians, which provides a relatively good starting pay, as well as provides experience for promotion into related work.

Either the counselor or the principal replied that he did not know why more girls did not go into that area. The father replied that he knew why—it was the very socialization that required the daughter having her father accompany her to school to see that her rights were guaranteed. This daughter's friend has been unable to take welding at the same school. One might have an educated guess why she has not been admitted.

Sex-segregated courses are destructive in that separate worlds are produced in which those being male are more powerful and lucrative. It is not that female courses are uninteresting or not inherently valuable, but our society puts great emphasis upon economics. Some of the following situations are examples. The Department of Labor's "Dictionary of Occupational Titles" rates nursery school teacher below zookeeper.[5] Dieticians, concerned with the nutrition of bodies preventing them from disease and early death, are generally women and earn less than truckdrivers, who are generally men. The list goes on.

The "Strong Vocational Interest Inventory" may still be used at our local vocational-technical institution even after the "Campbell

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[3] *What Role Federal Assistance Vocational*, p. 84.

[4] Ibid.

[5] *Dictionary of Occupational Titles*, U.S. Department of Labor.

Vocational Interest Inventory" has been in use among other institutions in the county. The "Strong Inventory" has been found to be sexist. I question if it has been discontinued. I know it was being used about a year ago.

Title IX of the 1972 Education Amendments states that "no person shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under *any* education program or activity receiving Federal assistance * * *" [6] Yet the Office of Education of HEW identified practices that could discourage deviation from traditional roles. To illustrate:

Catalogs describing vocational programs used the exclusive pronoun "he" when referring to course requirements in almost all subjects, yet the exclusive pronoun "she" when describing secretarial and nursing courses. Vocational officials agreed with the impression that courses were restricted to members of one sex.[7] To illustrate the effect of the generic "he", one male elementary schoolteacher has been heard to remark that he can appreciate women's distaste for the generic "he". For this male the generic for teacher is "she".

Even though you have probably heard this so many times, it is important that you understand the effectiveness of pictures of females doing jobs typically done by males to help describe the course offerings in vocational catalogs. Both of my parents were very good with their hands. My mother was a home economist; my father a carpenter. Why did I go into home economics and not construction? Besides many other reasons, I'm certain that one of them was that I had never seen a picture of a woman, much less an actual woman, working in the field of construction. It was not until I was an adult in an office that I was forced into seeing the similarity between a sewing pattern and a blueprint, while working in the stockroom assembling shelves.

White males hold over 96 percent of America's over $15,000-a-year jobs. Women and racial minority groups divide the remaining 4 percent.[8] Vocational schools are very responsible in determining the economics of certain groups. Control the entrance of women into such jobs as welding and mechanics, and you're perpetuating the discrimination against people due to their sex in that you prevent proper wages from being paid women.

Consequently, many women as heads of households end up not being able to support their families and have to turn to the use of our taxes in ADA (Aid to Dependent Children) and other social programs. Since our society tends to hate to see people get something for nothing, we are perpetuating the cycle by barring women from these more lucrative training programs.

Also, companies with Government contracts, that require affirmative action programs, are only required to set their hiring goals at the percentage of availability as established in the community. Therefore, if vocational schools only limit the number of females admitted into and graduated from welding programs, for example, such that they equal 3 percent of the workforce, then that school is guilty of discrimination. Now under Title IX of the 1972 Education Amendments, the school is held accountable for barring students from taking courses due to their sex.

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[6] Title IX of the Education Amendments of 1972.
[7] *What Role Federal Assistance Vocation.*
[8] *Civil Rights Digest,* U.S. Commission on Civil Rights, Spring 1974.

It is said get people in their pocketbooks and you will have their interest. It took a few race riots with burning and looting of buildings to awaken our country to the problems of the cities.

Perhaps for women it will take a generation or more of abandoned mothers caring for their children but dependent on ADC for their economic and medical security to awaken us to the fact that women like men must be permitted to compete in all career or vocational planning and training programs for self-respect and economic survival.

I fear the recipe for an ADC recipient is: (1) get a woman trained at a minimum wage job, (2) have her give birth to a baby, and (3) have the father leave resulting in almost certain dependency for her until the child is at least school age and perhaps grown. Perhaps the saying is true that a wife is one husband away from the welfare rolls.

To counter this trend of dependency, I submit to you the following suggestions about what the Vocational Education Act should and must do:

1. Screen all educators and administrators as to their sexism. Require courses on sexism on a regular basis.

2. Make it prohibitive through firing that an educator or administrator could prevent students due to their sex from enrolling in vocational courses in secondary education.

3. Make it prohibitive through firing that a student be steered into training programs or courses due to sex.

4. Inform all students equally of all job openings. Where placement is done, ensure that females will be given an equal chance in all job notifications.

5. Collect data as to application and participation in programs according to sex in order that proper evaluation may exist.

I would like to add that this was done up to 1972 and it has ceased, and in order for affirmative action to continue, the collecting of that data must be started up again.

6. Ensure that all catalogues and teaching material take an affirmative approach by de-sexing the language and developing strong models for females.

7. Study pay scale schedules for staff in vocational schools. Determine if discrimination does exist, and change if needed.

8. Establish and reach goals for female participation in male dominated training programs.

I thank you.

Mr. BLOUIN. Thank you, both of you.

Any questions?

Mr. SIMON. I appreciate the comments of both of you. If I might add—and I am not sure about the figure, but I think there are 13,000 school superintendents in the United States, and 55 of them are women. There is no question we have a problem. There is no question, and I speak for myself, that I have a problem even with language, you know, I am becoming sensitized now. The other day I used the term "gentlemen" in a talk, and I was appropriately reminded of what I had said after my remarks.

You know, these are things that are part of our language. All of us, males and females have been guilty of doing these things that help to develop stereotypes, and we need to make some changes.

I have no questions.

Mr. **Blouin**. Any questions, Congressman Hall?

Mr. **Hall**. Have either of you conducted surveys just among girls to arrive at some determination about what they would prefer in the way of a career or occupation? The information in the talks that I have had indicates that most of the girls would not have that preference.

Ms. **VanDeusen**. I agree, and I think most young women do not consider themselves feminists, but I think it takes experience in life to realize "maybe I better be feminist." It takes knowledge of your role in life, and young women do not have that opportunity, because our television programs, books, pictures, are all conditioning us to be beautiful and not to be mindful. So it is really—I don't think that would pertain here, you know.

Mr. **Hall**. In think in defense of men, though, it is not always the way we want it to be ourselves. Maybe we have been brainwashed to agree. The first year I taught was in 1952, and I coached 8th grade basketball. We had a girl on the opposing team and during the first huddle, one of the body said, "Heck, we can't guard her." This is I think a traditional role that maybe boys are brainwashed into early—and I wish I had a good answer.

Ms. **Harstad**. Congressman Hall, let me speak to your first point. I think what determines vocational education choices of people is not always the job they want, and males will select a program because they want to be a welder, because of the economic realities of life, but I think women are shut out of some of these fields that they might have taken as a practical necessity for a practical choice, something like welding or construction, rather than cosmetology or nursing, but up until the last few years, they were not aware that they can choose these kinds of jobs.

Mr. **Hall**. I guess what I was trying to get at is, I don't believe that if a girl wanted to be a welder, she couldn't be one, but it is just more difficult.

Ms. **Harstad**. Oftentimes they can.

Mr. **Hall**. You say that a girl who might want to be a welder just can't do it in some areas?

Ms. **VanDeusen**. I am saying there might be constraints brought against her in even succeeding or even entering into the course, yes.

Ms. **Harstad**. My personal experience in that field is I took welding while attending Kirkwood as a liberal arts student, and there were many barriers—not official—put up. But it was just the instructor's attitude, other students' attitudes. It was very derogatory, and there were a lot of hurdles put up unnecessarily because of my gender.

Ms. **VanDeusen**. Also, when you are a young person, your peer group is very strong, and it is hard to combat those kinds of things. For instance, men who are going into most courses, such as agriculture and any kind of industrial arts course, don't have that kind of problem, and they expect to take the course in a nice atmosphere. But a young woman going into that course, you know, you are made uncomfortable about it, and you are kind of an oddball, and everything works against you. And if it is not just outright the instructor that you can't bear, at least it is the comments, or like you say, the attitudes.

Mr. HALL. You know, one of the most intelligent Congresspersons is Millicent Fenwick, and she is very informed on this. At a recent Press Club dinner in Washington, she mentioned she had always been taught to believe that girls should be warm and cuddly and kissable, and she believed there was some truth in that, but she said she felt the same way about men, and she only hoped that the men in her audience had not been disappointed as many times as she had.

Mr. SIMON. Since we are here in this field of education, it was not all that many years ago when it was just automatic that a woman teacher would receive less pay than a male teacher. I just spotted a student, and I talked to several students today, and the girl right over there who is going into farm management, I think that is great. She knows just exactly what she wants to do, and she is going to be a good, fine manager.

You don't mind me picking on you there?

VOICE. I mind you calling me girl.

Mr. SIMON. You are correct. I stand corrected.

Ms. VAN DEUSEN. If I can share with you an experience, I was listening to a person talk on collective bargaining, and he was along 30 years in collective bargaining. He talked about males, about men, cases pertaining to men, and he was giving those examples, but kept talking about seniority and bumping and how we need so many men, and he was using it today because language does not change. So today I say him and complimented him on his presentation, but I said, "Look, you have to change your language. It really bothers me."

The same applies in church. The whole bit about church uses mankind. Sometimes, if people are such that they can't hear the message because of the words being used, maybe it is important enough for those delivering the message to change the language.

Mr. SIMON. And we are all having to be sensitized.

Ms. VANDEUSEN. I guess we have to be constantly sensitized, yes.

Mr. BLOUIN. I might add I think the very fact that we finally managed to ram title IX regulations through is an indication at least there is willingness to want to find ways of moving, some slower than others, but I even sense the change this year in the attitudes of many members that have finally begun, and maybe they are resigning themselves to something they don't like, but at least they are beginning to accept it.

Areas in title IX that have been missed or for some reason were left out, I think should be corrected. You mentioned one in terms of textbooks, and it is an area that definitely has to be covered, and I think ought to be covered very closely when we begin to develop a career education program in this nation on a K–12 and beyond basis. And if we are going to start a concerted effort of exposing young people all the way through their educational years to hundreds of different occupations, then the automatic John and Mary stereotypes very simply have to be dropped.

We have to start finding ways of forcing or strongly suggesting and urging textbook companies, some of whom have taken the lead already, in moving into that direction rapidly.

Ms. HARSTAD. Another point, this is not only to give a fair chance for the women, but it is also a practical consideration for the country right now. We are wasting 53 percent of our brain power by mathematically channeling us into certain categories, and I think you abuse this potential.

Mr. BLOUIN. The point you raised, both of you, in terms of the number of opportunities I think has been brought out clearly yesterday and today again in terms of who has been on our panels and which witnesses have spoken to us and which field of expertise. Both Tim and Paul, in putting together their panel, and ourselves here, have found very few female people in positions that we were looking for. They are just not there. And it is a sign of the years of blockage, subtle or otherwise, than left a void in terms of the educational field, and it will take years to turn it around,

I applaud your efforts and willingness to continually stick your neck out and get beat back for it many times. It helps all of us to learn, and we appreciate your willingness to do that.

Thank you for coming.

Our final panel is going to be composed of three individuals who were initially going to speak separately, but to conserve time have agreed to a panel approach. They are Joe White, chairman—rather chairperson of the Iowa Career Advisory Council from Iowa Falls; Gary Astor, chairperson of the Iowa Vocational Association, Fort Dodge; and Dr. Harold Engen, associate professor of education, Iowa Guidance Counselor's Association, Iowa City, Iowa.

Gentlemen, we would like to be able to conclude this hearing in about 25 minutes to a half hour. Your statements will be entered into the record in total without objection, and I would appreciate it if you would summarize your comments, making sure you get in the points you want to make, and we will take a few minutes at the end for questions.

Proceed.

PANEL DISCUSSION—PARTICIPATING WERE: JOSEPH WHITE, CHAIRMAN OF THE IOWA CAREER EDUCATION ADVISORY COUNCIL, IOWA FALLS, IOWA; GARY ASTOR, CHAIRMAN OF THE IOWA VOCATIONAL ASSOCIATION, FORT DODGE, IOWA; DR. HAROLD ENGEN, ASSOCIATE PROFESSOR OF EDUCATION, APPEARING ON BEHALF OF THE IOWA PERSONNEL AND GUIDANCE ASSOCIATION, IOWA SCHOOL COUNSELORS ASSOCIATION, IOWA ASSOCIATION OF COUNSELOR EDUCATORS AND SUPERVISORS, AND THE IOWA VOCATIONAL GUIDANCE ASSOCIATION

STATEMENT OF JOE WHITE, CHAIRMAN OF THE IOWA CAREER EDUCATION ADVISORY COUNCIL, IOWA FALLS, IOWA

Mr. WHITE. I am Joe White, chairman of the Iowa Vocational Education Advisory Council.

I did appreciate the opportunity to listen to the testimony presented to the subcommittee by Mr. Duane Kinsey in Washington on behalf of the National Advisory Council, and I appreciate this opportunity to appear before you here in Iowa on behalf of the State advisory council.

Our council is composed of seven lay persons professionally involved with vocational education, and several of those people are here today, council members, and our executive director, who has been corresponding with members of the subcommittee.

Briefly, our testimony is based on visits to 46 secondary schools and community colleges in Iowa during the past 5 years. These field visits, along with 13 public hearings which we held and which are required by the Congress have provided the council with an opportunity to talk with almost 900 students by themselves, teachers by themselves, administrators and board members, as well as 350 other citizens of Iowa concerning vocational education in our State.

We believe, after taking these field visits over a number of years and talking with many people concerned with education, we can make our statement in a few summary points, and these are enclosed in our testimony as a summary in the back part of the statement.

No. 1: We urge Congress to include provisions for strengthening earlier legislation calling for postsecondary education planning commissions. We believe that the expenditure of funds for education must be based on a sound analysis of the needs of people and employers, and an inventory of educational resources available to deliver services to meet those two needs.

We, as a council, really are not too hung up on who provides the services, whether elementary or secondary or private colleges or universities or our area schools or community colleges, but we feel that those services should be provided by whoever is best qualified, and that this is the area to provide those needs.

No. 2: Continue requirements for State planning, since this concept is related to management by objectives. We don't like the idea of a State plan being considered as a compliance document for a State plan. It should be a true planning effort, with inputs from many people in the State and many organizations concerned with education.

No. 3: We would urge you exclude provisions for funding special subject matter areas within vocational education. We are not talking about population groups such as the disadvantaged and the handicapped. The States must have the final responsibility of determining and describing the needs of their citizens.

No. 4: Contain standard terminology which is used and understood by Congress, board members, educators, and the lay public, and we feel the addition of this much needed terminology will create a consciousness among educators and the lay public as to understanding the provisions.

No. 5: Retain the concept of single State agency responsibility for administration of the Vocational Act.

No. 6: Include provisions for the comparison of Federal dollars used for State administrative expenses with the State and Federal dollars that are received for direct program operation at the local level. We think Iowa is in a good position in that respect.

No. 7: Specify that State plans show in precise and summary form in one table how a balance in programing is available to students at the secondary and postsecondary level compared to need. If an imbalance is evident, then plans for correcting the imbalance should be defined.

We feel that vocational education programing must be community based and as close to the origin of the needs as possible, whoever provides the needs.

No. 8: Include language specifying that the purpose of Federal funds for vocational education is to absorb the exceptional direct cost of vocational programs when compared to the cost of other instruction. This support should be available for both new and ongoing programs. I think you heard this a good many times today.

No. 9: We think Congress should retain the provision for earmarking funds for the disadvantaged and the handicapped to assure their success in ongoing vocational programs.

No. 10: Encourage the use of local or areawide coordinating committees. Provisions for the use of Federal funds to support these committees should not be included in the legislation because this could seriously reduce the amount of funds available for program operations.

The council has observed a need for more coordination between local schools, both elementary and secondary, that is, and also post-high school institutions offering vocational education in communities. We don't see the need for funding new agencies to be mandated; that the job can be done with encouragement and direction.

No. 11: New legislation should not contain provisions for the appointment of a panel of consultants to audit the activities of the National Advisory Council on Vocational Education. This provision would establish another organization whose function could be served just as well by the General Accounting Office.

No. 12: Include provisions to make research funds directly available to States. Funds provided to the commissioner for this purpose should be administered by a single unit in his office. Provisions in Public Law 90–576 will provide funds used for needed research in vocational education that have proven valuable in the past, and we feel should be continued with avoidance of duplication among separate bureaus.

No. 13: Specify that funds be available to support vocational teacher education including preservice, inservice and leadership development training. Again, we feel that part of the problem in providing needed services to people is due to the lack or unavailability of capable teachers competent in this field. We feel this problem must be met and solved with the help of the universities and educators in the field who have slotted people into those areas, and we see a need for more vocational trained administrators in our educational system.

No. 14, and lastly, we would hope you would provide funds for redirecting counselor preparation to career and vocational counseling. Opportunities for reorientation of employed counselors should also be included. Our council, in cooperation with the department of public instruction at the University of Iowa started a study that is needed in Iowa to find ways to meet this need, and we hope it can be done with the help of people in the field in the near future.

I thank you on behalf of the Iowa Vocational Education Advisory Council for this opportunity to present our views.

[The prepared statement of Mr. White follows:]

PREPARED STATEMENT OF JOE R. WHITE, CHAIRMAN, IOWA VOCATIONAL EDUCATION ADVISORY COUNCIL, IOWA FALLS, IOWA

Chairman Perkins, Congressman Blouin, and members of the Subcommittee. I appreciate the opportunity to appear before you to present the opinions of the State Advisory Council on Vocational Education regarding the legislation you are presently considering for vocational education. The following opinions were formulated by the Council based on field visits to forty-six secondary schools and community colleges during the past five years. These field visits provided the Council members with the opportunity to talk with 878 students, teacher, administrators, and board members.

During the same period the Council has conducted thirteen public hearings which provided the opportunity to visit with 354 citizens of Iowa. Since 1970 the Council has completed six annual evaluations. The Council has also been involved in other activities designed to cause the implementation of the Council's recommendations.

We have also fulfilled our responsibilities with regard to advising on the State Plan for Career Education. In addition to the above activities we have additional work in process which which we anticipate will result in improvement of vocational education programs for the people of our State. We are presently undertaking a study designed to identify the availability of more valid planning data so that schools may more effectively meet the needs of the disadvantaged and handicapped persons.

We have had to defer other activities which need Council attention due to limited resources. These include:

1. Identification of methods by which local principals and other school administrators might improve supervision of vocational and technical programs.
2. Identification of methods by which school administrators can improve planning efforts at the local level.
3. Analysis of the extent to which State Board approval of vocational programs coincides with stated needs in the State Plan.
4. Review the extent to which local advisory committees assist in maintaining up-to-date instructional content in vocational programs.
5. Development of an analysis chart identifying all state and federal funds which can be used to support career awareness and exploratory activities carried on in local schools.

The membership of this Council, in accord with federal legislation, consists of seven lay persons representing various groups and geographic areas of the State, and six educators who are employed in different capacities of education and also reside in different geographic areas of the State. Because of this representation and extensive contacts with people in the State, we believe that the following observations reflect independent and unbiased thoughts.

Planning and Management.—We firmly believe that expenditure of education funds needs to be based on a statistical analysis of the needs of people and employers, and an inventory of educational resources available to deliver services to meet these two needs. This belief causes us to endorse the concept proposed in Public Law 92–318 which calls for the establishment of postsecondary planning commissions. We understand efforts of these commissions have been minimal across the nation. This is also true in Iowa. Strengthening the role of these commissions in new vocational legislation would be desirable. The membership of the planning commission should include provisions for an overbalance of knowledgeable lay citizens. We believe that the organized efforts of a postsecondary planning commission could cause the more efficient use of public and private segments of postsecondary education. Sufficient funds to support the activities of such a commission should be provided.

Any new vocational legislation should retain provisions for requiring a state plan for vocational education. Considering the management concept behind the requirement of a state plan, new federal legislation should specify funding for special subject areas of instruction within vocational education. The concept of management by objectives as implied in the requirement for state planning should provide the states the flexibility to determine how funds should be used based on labor market and student needs and direct program cost.

Terminology.—The Council is of the opoinion that any federal legislation should not contain significant changes in terminology used in that act. Vocational education is designed to prepare individuals for employment. When major terminology change occurs in legislation, past history has shown that significant amounts of time are consumed in debate on semantics which could be used more effectively in implementing programs.

State Administration.—The Council endorses the concept of having a single state agency being held accountable for administering particular federal acts. Accountability for performance and articulation of instructional offerings would be difficult to achieve with administration among several state boards.

State political decisions in some cases may cause an inordinate amount of federal funds to be spent for state administrative overhead. Should the Congress desire to limit the amount of funds which may be devoted for state administration we suggest that some provision be included which would place actual state administrative expenditures in prospective to the state and federal funds which are used for direct program operation cost.

Balanced Programming.—Our Council is very concerned about the need for providing a balance of services to students at the secondary and postsecondary level. We are firmly convinced that the administration at each level of education and the State Board should be held accountable for providing a broad offering of vocational education for the students enrolled in institutions at each level. Specifying that certain amounts of funds may be used only at various levels of education tends to inhibit the flexibility needed to provide an orderly and balanced educational program. We as a Council are very concerned about the imbalance of programming and support in our State. Regulations for State Plans should require statements showing how expenditures of funds for various levels are balanced, based on needs. In the event balance does not exist, states should be required to explain how a more balanced effort will be achieved within three years.

Funding.—We understand that the early vocational education acts were passed by Congress for the purpose of providing aid to educational institutions to defray the exceptional direct cost of vocational programs. It appears to us that this concept has been lost in recent legislation. We would encourage that language be included which would specify that vocational funds are to be used for defraying the exceptional direct cost of vocational programs.

We believe that the retention of provisions for specially earmarked funds to provide remedial educational services for the disadvantaged and handicapped are necessary.

Advisory Services.—This Council recognizes the value of lay advice in identifying vocational programming direction and structuring instructional content. We also recognize the value of coordination between local schools and area school efforts. We are of the opinion that local advisory-coordinating committees should be encouraged in legislation. We feel it would be an error to mandate the establishment of local-coordinating committees and authorize the expenditure of funds for these coordinating committees. By mandating the operation of such groups there is the implication of need for staffing to service the committees which could reduce funds for program operations. Some of these functions are already being provided by local and area school "overall" advisory committees and state advisory councils on vocational education.

It appears desirable for the National Advisory Council on Vocational Education and the State Advisory Councils on Vocational Education to be held accountable for fulfilling the requirements specified in the law. This could be accomplished by requiring the NACVE and SACVE's to prepare an annual accountability reports to be forwarded to Congress. Another method that might be implemented would be to have the General Accounting Office review periodically the work of the NACVE and SACVE's. The appointment of a special panel of consultants to review NACVE or SACVE performance appears to be unnecessary duplication.

Membership in State and National Advisory Councils should reflect an overbalance of lay representation within the membership. Language in any proposed legislation should reflect this concept. Caution should be exercised in mandating too large a membership in both the NACVE and SACVE's. Larger memberships could become cumbersome and impede Council efficiency.

Research.—Provisions in Public Law 90–576 which provide funds for research in vocational education have proven to be most valuable. Funds used for this purpose in Iowa have yielded many useful results in program implementation at the local level. Provisions for research funds to be used in the Office of Education for vocational education should not be divided among separate bureaus of the Office. Coordinated efforts are needed and division of funds could result in duplication of effort.

Teacher Education.—While there is currently an oversupply of teachers in many fields of education, this is not true in vocational education. Current indicators reflect a shortage of teachers in many occupational areas. We would encourage a continuation of funding for vocational teacher education of both the pre-service and in-service type.

Public Law 90-576 and some of the proposed legislation provide for the opportunity for vocational educators to obtain advanced degrees so that they may assume leadership roles in education. All of these acts specify that the advanced degree study must be in vocational education. We believe that these provisions should be broadened, whereby qualified vocational educators can study for advanced degrees in school administration. It is our belief that having vocational educators assume general administrative roles in education will accelerate the growth of vocational education in our public schools. It is a rarity for vocational educators, currently, to qualify for general administrative positions.

Funds provided for counseling should be devoted to the reorientation of counselor preparation programs in colleges and universities and to provide in-service training for counselors presently employed by schools. Attention should also be given to identifying methods by which counseling activities can be made more efficient and effective.

IOWA VOCATIONAL EDUCATION ADVISORY COUNCIL RECOMMENDATIONS REGARDING PROPOSED VOCATIONAL EDUCATION LEGISLATION

Future Vocational Legislation should:

1. Include provisions for strengthening earlier legislation calling for Postsecondary Education Planning Commissions.

2. Continue requirements for state planning since this concept is related to Management by Objectives.

3. Exclude provisions for funding special subject matter areas within vocational education.

4. Contain standard terminology wihch is used and understood by Congress, board members, educators, and the lay public.

5. Retain the concept of single state agency responsibility for administration of the Vocational Act.

6. Include provisions for the comparison of federal dollars used for State administrative expenses with state and federal dollars that are received for direct program operation at the local level.

7. Specify that state plans show in precise and summary form in one table, how a balance in programming is available to students at the secondary and postsecondary level compared to need. If an inbalance is evident then plans for correcting the inbalance should be defined.

8. Include language specifying that the purpose of federal funds for vocational education is to absorb the exceptional direct cost of vocational programs when compared to the cost of other instruction. This support should be available for both new and ongoing programs.

9. Retain the provision for earmarked funds to provide remedial services for the disadvantaged and handicapped to assure their success in ongoing vocational programs.

10. Encourage the use of local or area-wide coordinating committees. Provisions for the use of federal funds to support these committees should not be included in the legislation because this could seriously reduce the amount of funds available for program operations.

11. Not contain provisions for the appointment of a panel of consultants to audit the activities of the National Advisory Council on Vocational Education. This provision would establish another organization whose function could be served as well by the General Accounting Office.

12. Include provisions to make research funds directly available to states. Funds provided to the commissioner for this purpose should be administered by a single unit in his office.

13. Specify that funds be available to support vocational teacher education including pre-service, in-service, and leadership development training.

14. Provide funds to re-direct counselor preparation to career and vocational counseling. Opportunities for re-orientation of employed counselors should also be included.

Mr. BLOUIN. All right, the next witness may proceed.

STATEMENT OF GARY ASTOR, CHAIRMAN OF THE IOWA VOCATIONAL ASSOCIATION, FORT DODGE, IOWA

Mr. ASTOR. I am Gary Astor, president of the Iowa Vocational Association.

It is indeed a real honor for me to appear before the committee on behalf of approximately 1,000 vocational education members representing people from all divisions, secondary, postsecondary, adults, and armed services included.

Of course, we feel that the Congress has shown great interest in vocational education in the past 3 years, and of course the 1963 act and the 1968 amendments have given us great innovations in vocational education, particularly in Iowa, in the various institutions we represent.

In order to be brief, I will keep my remarks centered on Iowa's situation and how we feel it would fit into the national scene, and also some personal remarks or comments of my own.

First of all, as Mr. Lippold earlier today referred to, "Yet the Congress did give us a mandate to help solve some of the economic and social problems in this country; yet the appropriations authorizations were not adequate to completely meet that challenge."

We know that Federal funding for vocational education has had a magic formula which causes State and local expenditures to be increased at a greater rate than increases in Federal funds. In some States, it was dollar for dollar, and only $1 per $10 in other States.

We are aware, from all of these things that have taken place, that there are still lots of needs, and we agree, of course, there are many needs for vocational education.

The unemployment scene is unacceptable, particularly from the point of the secondary school students who are leaving school with unmarketable skills. Of course, we realize they have the highest unemployment rate, from 19 to 20 years, and the 20- to 24-year-olds are also having highly unacceptable rates of unemployment, which I think vocational education can help solve. We see no national crisis in these times in terms of vocational education, and we would like to steer you in this direction. We need commitments for people to be trained in diverse fields and careers and resource development technicians for a service-oriented society. As our country moves into competitiveness in the fields of agriculture, business, finance and health, we definitely see a need for technicians trained in these fields. Of course, we have expanded the area of the health occupations very definitely as we live longer and provide more services to senior citizens.

We feel that vocational education has to be flexible to meet the changes that have to take place. Even though there are in excess of 2,000 secondary institutions providing vocational education, and in excess of 2,000 postsecondary institutions doing the same work, that there still is need for more vocational education.

Of course, as an affiliated State organization of the American Vocational Association that has testified before this committee a number of times in the past:

One: We do support that stand in vocational education funding, and also support funding and study made by the American Vocational Association in conjunction with the Association of State Directors of Vocational Education, which spells out seven points I will mention briefly.

One is a comprehensive State plan, local planning, and Dr. Benton referred to it earlier. We need coordination of all efforts.

Two: We need national leadership. There was a question of how else besides providing money can the legislation help us? I think this is one way that it can be done—through a bureau maintained in the Office of Education for vocational education, with authority to set standards to do the evaluation.

Three: We are the sole State agency. Again, we refer to previous testimony that you have heard today, that only in this way can this be done.

Four: Vocational guidance and exploration; that we implement vocational education in elementary and secondary schools to follow throughout the rest of the system to provide vocational education for these explored careers.

Five was the utilization of vocational education as the delivery system to provide you with that training. We must emphasize upon our secondary school system to do this, as well as our postsecondary institutions, to provide adults, which of course is a field Mr. Lippold referred to this morning—this is a growing area with fewer high school graduates coming out of this area in the adult education field, and the change in the employment scene, has to be an area where we will have to expand.

Six is program services in teacher education, placement, followup, and leadership development. You heard about it, and I won't go into details because of the time factor today.

I think the quality of vocational education in the future depends upon the same major element it has in the past—that is teaching.

Seven: The point of that study was the vocational education student organization. As a very active vocational educator myself, dealing with vocational youth organizations, I have had too much personal experience to downgrade their value in vocational education with all level of students. I strongly support and the association strongly supports that they be included in any legislation that is offered. These organizations do help to build better schools, better homes and desirable family living, in regard to what we heard about economics today; that these organizations do help build the family unit, the dignity of work, which is our problem today, our last God-given right to build our society the way it is supposed to be done.

In the State of Iowa we strongly believe that vocational education is working. You saw evidence of it today in this institution here, as being one example of what is being done here. We have strong secondary programs as well as postsecondary institutions, of course.

I offer in my written testimony some charts on what the postsecondary institutions have done in this State. I need not have put aside the secondary or the adult education, but simply chose this as an example. You know, of course, there are many rural high schools that have problems that only State and Federal funding can help with.

Referring to pages 10 and 11 of my testimony, you will find that 10 years ago in Iowa we had 10 vocational program offerings at the postsecondary level, and today we have 554 such program offerings. The enrollments have increased substantially because of this. The two charts on page 10 explain the enrollment as well as the full-time equivalency enrollments. Since graduation and placement are the prime goals of the programs, we must look at those.

On page 11 you will see the placement and graduate numbers of the Iowa postsecondary institutions, and using my own employment institutions, Iowa Community College is an example of what one school is doing is doing with this. We think this is important and shows vocational education in Iowa is working. I cannot overemphasize that too much.

We feel and we hope and trust that you will support all vocational education legislation as you have in the past with increased support.

I think, as a personal thought, as an individual educator with 6 years of experience in larger cities in the innercity area and also with vocational education in rural high schools in Iowa, as well as the community college position I now hold, I can speak for many vocational education students that have benefited from programs you have supported, and in behalf of those students, I would like to thank you, the committee and Congress, because after all is said and done, these are the people we are concerned about—the student. What we have done for these students and what we are willing to do in the future, the past has gotten us to where we are now, to the present, and the present is what is going to get us to the future. And the Iowa Vocational Association would like to say we have no reflection on the past, but we also need the space-age reflections for the future. As was stated earlier this morning, what we need to do is get people.

We of the association, the Iowa Vocational Association, and I thank you for allowing us to testify, and I give special thanks to your assistant, John Forkenbrock, for helping us arrange all of this.

Mr. Blouin. Thank you.

[The prepared statement of Mr. Astor follows:]

Prepared Statement of Gary L. Astor, President, Iowa Vocational Association

Mr. Chairman, and Members of the Committee: It is indeed a real honor for me to appear before your committee as a representative of the vocational educators of Iowa.

On behalf of all vocational education personnel in Iowa, I want to thank you and the members of Congress for your interest in and support of vocational education. Since 1917, Congress has recognized the importance of legislation to establish priorities for education and training. The 1963 Act set the stage for great renovations in vocational education, and the refinements made in the Vocational Education Amendments of 1968 are indicative of the foresight of members, this committee, and the Congress. It is encouraging to note your support of vocational education and the progress you made in providing relevant vocational education programs to the people of this nation. The Amendments of 1968 have stimulated great advances for vocational education and should be continued with increased funding.

I would like to center my remarks today around three basic areas: (1) General comments regarding vocational education nationally, and our support of the study conducted by the American Vocational Association and the National Association of State Directors of Vocational Education, (2) Vocational statistics in Iowa, and (3) Some personal observations as a vocational educator.

In effect, when Congress passed the Vocational Education Amendments of 1968, they gave the education community a mandate to place emphasis upon vocational education as a preventive measure for many of the social, educational, and economic problems of the Nation. Unfortunately, neither the funding authorizations, or the appropriations, are presently large enough to enable vocational education to carry out this Congressional mandate.

We know that federal funding for vocational education has a magic which causes state and local expenditures to be increased at a greater rate than increases in federal funds. The effects of the 1963 and 1968 Amendments show this clearly. Nationally, $1.00 of federal money for vocational education causes as much as $10.00 of state and local funds to be expended in some states. The concept of vocational education representing a matching "dollar for dollar" partnership between the states and the federal government has exceeded all expectations.

While we are aware of advances in vocational education and greater interest displayed by the population as a whole, the needs are still evident. Many jobs requiring skilled people are available while unemployment rates are unacceptable for unskilled individuals. Due to the nature of general education programs in this country, many students have left the secondary schools without marketable skills. Statistics from the U.S. Department of Labor show young people at age 18–19 have the highest unemployment rate of any group. In addition, the unemployment rate of young adults 20–24 years, is at an unacceptable high rate. We suspect there must be special factors which create exceptionally high unemployment rates among disadvantaged groups or in certain metropolitan areas. Due to the fact that over 90% of the vocational graduates are placed in a job, it may be advisable to charge vocational education with a more active role in alleviating these conditions than we have in the past.

In the U.S., there are over 2,000 institutions that have a primary emphasis on vocational education for secondary students. In addition, there are nearly 2,000 technical institutes and community colleges with a substantial portion of their enrollment in vocational education. Most of these institutions enroll adults for supplementary and/or preparatory work as a part of their service to the community. Even with these institutions in operation, there are people who need and want vocational education. Vocational education must serve more people and in more occupational areas to increase its social and economic contribution to the Nation.

Changing concepts of vocational education and the way these programs are perceived by people, make it an opportune time for vocational education to assume a greater role in human resources development.

As an affiliated association of the American Vocational Association, the Iowa Vocational Association supports the study conducted by the American Vocational Association and the National Association of State Directors of Vocational Education which discusses the following major points:

COMPREHENSIVE STATE AND LOCAL PLANNING

Iowa Vocational Association strongly supports the recommendation that the "State Plan" be replaced by a state-wide document representing 4–6 years of forward planning which would be updated biennially. This type plan must take into account all provisions of vocational education legislation and the state must be accountable for progress based upon the state-wide plan.

NATIONAL LEADERSHIP

Leadership and coordination of all vocational education programs and services at the federal level will be necessary for comprehensive state planning to be effective. A Bureau must be maintained in th U.S. Office of Education with authority and resources for national leadership. The type of leadership services needed are: 1. developing standards of quality for vocational education; 2. evaluation and accountability criteria and procedures; 3. monitoring of specific vocational education programs, particularly those related to national priorities; 4. dissemination of applied research and curriculum developments in such form as to be immediately adaptable to local vocational education programs; 5. development and use of national vocational education data system; 6. preparation of an annual report for the President and the Congress related to status, achievements, directions, and needs of vocational education in the nation; 7. assisting state boards for vocational education to prepare and evaluate state planning documents: 8. developing national reviews of vocational education to provide evidence for the Congress that the intent of legislation is being carried out in all of the states: and 9. planning and conducting national and regional workshops and symposia.

SOLE STATE AGENCY

Authority for policy and administration of vocational education must rest with one state agency for vocational education. This sole agency or state board should have capability and flexibility to develop policy for vocational education that would govern programs and distribution of funds for all facets of vocational education in the state.

VOCATIONAL GUIDANCE AND EXPLORATION

There is a need to provide greatly expanded and revised vocational guidance and exploration programs for in-school youth and for out of school youth and adults, so they can act upon "considered" vocational choices and plans.

UTILIZATION OF VOCATIONAL EDUCATION

Vocational education programs operated at all levels in multiple settings as the Nation's delivery system for education and training for employment should be the objective of any changes in vocational education legislation. To do this, emphasis must be given to secondary programs in the public school's system, as well as to increasing the role post secondary institutions play in training and preparing people for employment. In addition, the adult education programs designed to provide training for employment must have a larger role in vocational education.

PROGRAM SERVICES

Teacher education, placement and followup, student support programs and leadership development are necessary components of vocational education. These services should be prominently treated in federal legislation.

Anticipated continued expansion of vocational education, particularly expansion in post secondary institutions, and outreach plan that should be employed in the adult program, requires particular attention to teacher education. The quality of vocational education in the future depends upon the same major element as it has been in the past—the teacher.

VOCATIONAL EDUCATION STUDENT ORGANIZATION

Activities of vocational education student organizations are an integral part of the instructional program. Enrollment is growing rapidly and the purposes of the student organizations are being accomplished with increased effectiveness each year.

Six major student organizations have been operationalized in vocational education: Future Farmers of America (FFA) organized in 1928; Future Homemakers of America (FHA), organized in 1945; Distributive Education Clubs of America (DECA), organized in 1946; Vocational Industrial Clubs of America (VICA), organized in 1965; Future Business Leaders of America-Phi Beta Lambda, (FBLA–PBL), organized in 1942; and Office Education Association (OEA), organized in 1967.

Each of the student organizations has unique characteristics related to the instructional program. Each youth organization serves as a catalyst to implement changes to keep the school curriculum relevant to student and manpower needs. Members in each organization, through planned group activities in realistic teaching laboratories, practice democracy in action under the guidance of qualified adult leaders. Each organization has contributed to better schools, homes, and desirable family living, and has helped to instill a belief in the dignity of work providing students with opportunities for competition, showing pride in achieving goals and gaining satisfaction through recognition.

State-wide planning documents must provide for strong State leadership and funding adequate to assure establishment, operation, and proper development of each vocational education student organization to the end that a national membership goal of six million students, or more, is reached and exceeded.

Funds should be allocated for the following purposes:

A. To provide staff positions and support in each of the instructional areas, at the federal, state, and local levels for purposes of administering each voca-

tional education student organization to assure their responsible growth and relevance to policies and objectives of instructional programs.

B. **To develop instructional materials and** provide professional assistance, related to vocational education student organizations, to teacher education institutions to be incorporated into preservice and inservice teacher education programs.

C. To influence cooperation among student organizations to accomplish mutual goals and objectives of vocational education.

D. To aggressively involve members from business, labor, community, and others in the operation and promotion of vocational student organizations.

E. To provide student recognition materials at state and regional levels.

In the State of Iowa, we strongly believe vocational education works and that it would be expanded. We believe that the sound approches toward vocational programming as stated in the Vocational Education Act of 1963 and the Amednments of 1968 should be maintained in future legislation. I hope you will retain categorical funding in any revisions of the law. There is no question in my mind that this principle has encouraged the states and localities to use vocational funds as Congress intended them. I would be fearful of a change in this approach.

The Iowa Vocational Association represents vocational educators at all levels of the education spectrum with many small rural elementary and secondary schools with special problems of providing career and vocational education that only federal and state funding can solve. Nine years ago, the state developed a system of 15-community colleges and technical institutes serving the post secondary student and the adult programs. This facility we are using today is part of this dynamic system.

Not to slight the secondary or adult programs, but merely for example of how vocational education is working in Iowa, I would like to turn to the community college post secondary system for some statistics.

Ten years ago, our state had only ten vocational program offerings at the post secondary level. Today, the Department of Public Instruction reports there are 554 total program offerings. Enrollments have also increased substantially and the charts below indicate:

TOTAL STUDENT ENROLLMENTS STATEWIDE AREA SCHOOLS

	Fall term enrollment		
	Vocational	College parallel	Total year adult
1967	2, 419	10, 000	7, 097
1968	4, 379	11, 061	59, 971
1969	5, 935	10, 971	80, 181
1970	7, 061	11, 349	91, 993
1971	8, 644	11, 965	119, 051
1972	9, 230	11, 614	151, 886
1973	12, 361	11, 229	202, 536
1974	14, 169	11, 153	264, 487
1975	15, 594	11, [illegible]	312, 764

	Full-time equivalency enrollments (FTEE) of vocational programs
1967	2, 489. 11
1968	5, 478. 20
1969	7, 855. 44
1970	8, 209. 41
1971	9, 989. 79
1972	15, 311. 69
1973	16, 524. 59
1974	17, 719. 36

Since graduation and placement are the major goals of the vocational programs, I would like to sight the statistics below regarding graduation and placement on a state-wide basis, and my employing institution, Iowa Central Community College.

VOCATIONAL GRADUATES OF AREA SCHOOL PROGRAMS

	Graduates	Iowa Central Community College
1967	1,173	
1968	2,259	162
1969	3,742	247
1970	4,333	260
1971	4,640	282
1972	6,969	294
1973	6,155	351
1974	7,191	362
1975		394

STATEWIDE PLACEMENT PERCENTAGE FOR VOCATIONAL GRADUATES

	Percent placement of graduates	Iowa Central Community College
1967	78.69	97.6
1968	76.09	98.5
1970	71.21	94.3
1971	79.90	98.5
1972	81.37	95.0
1973	89.90	98.2
1974		98.5
1975		98.5

I cannot over-emphasize the programs in Iowa have been successful. I am sure, if we examined the statistics of the secondary and adult vocational programs, we would find similar results. This would not be possible without the assistance of the federal support such as the 1963 Act and 1968 Amendments. I trust that you will see fit to continue and increase the support of vocational education at all levels of education; secondary, post secondary, and adult.

As a vocational educator with experience in the inner city of one of our largest cities, as well as experience in a small rural Iowa high school, and now in my present position in the community college and adult programs, I believe I can speak for many vocational education students that have benefited from the programs and training started as a result of federal support legislation. On behalf of those and all vocational students in the future, I thank you for your interest and consideration in past and plead to you to continue your support, for after all is said and done, these are the people we are concerned about.

I thank you for the opportunity to appear before you and I offer the assistance of the Iowa Vocational Association in any way we can.

Mr. **Blouin**. Please proceed.

STATEMENT OF DR. HAROLD ENGEN, ASSOCIATE PROFESSOR OF EDUCATION, DIVISION OF COUNSELOR EDUCATION, THE UNIVERSITY OF IOWA

Dr. **Engen**. Gentlemen, my name is Harold Engen. I believe I am the most important person, the one you have been looking forward to hearing all day—I am the last one.

We have today presented you a written statement that is a concerted effort of a number of individuals, and particularly members of the Iowa Personnel and Guidance Association, and counselors, educators, and supervisors in the Iowa State Vocational Association, and we have also had individuals from the area community colleges and area education agencies contribute to this testimony.

One advantage I think in preparing the testimony is that it did allow us the opportunity to get together and to discuss career guidance needs in Iowa, which I am sure is going to be of benefit to us.

As Joe White mentioned, we also have been working with the Iowa Career Education Advisory Council, as a result of a national meeting that we attended, sponsored by the American Vocational Association and the American Personnel and Guidance Association, directed at 16 recommendations for improving the career delivery system by guidance counselors.

We have formed a State plan, and on October 8 we hope to have our first phase completed, where we will have State leaders involved from a variety of settings concerned about the status of career guidance in Iowa in particular. I am sure you heard a number of testimonials in the last 2 days which indicate that particularly in Iowa we are interested in vocational and career development of our individuals.

Now let me briefly outline what we included in our testimony. I think one significant bit of information you will find is the development of guidance programs in Iowa. The National Defense Education Act of 1958 was instrumental in developing guidance in Iowa from a point in 1957–58 where we had 11.5 percent of the Iowa school districts employing counselors at the secondary level. When this act was concluded in the 1970 era, there were 99.7, in other words, one school district that did not employ a certified counselor, and I might add that the counselors that were employed in the latter stages of that act were able to facilitate the intent of that legislation, and that was to identify the gifted and talented, and to place them into institutions of higher learning so that they could help serve the space age needs of our country. That was the purpose of the legislation. We certainly feel that that was what was meant.

It has been a point of criticism also, and I think the current thrust in Iowa is to make the reality of the total student population a part of the total guidance program. Under ESEA title III, the guidance component has focused on developing the elementary school guidance programs, and at the current time we have gone slow, and it was purposely to have quality programs. We currently have 55 school districts of 450 districts in the State employing 110 counselors at the elementary level.

We would like to point out that there are certain skills that young people and adults need in order to survive. Dr. Herr refers to these as "survival skills." I would like to very, very briefly review these with you, and then proceed with the remaining part of the testimony. (1)Knowledge of one's personal strengths and weaknesses, preferences, values, and the skill to relate these to educational. and occupational options available. (2) The ability to use existing exploratory resources. (3) Knowledge of educational, occupational, and social life-style options. (4) The ability to choose, to understand, and apply the decisionmaking process purposefully and rationally. (5) Skill in interpersonal relationships. (6) Employability and job-seeking skills. (7) Understanding to personal roles as an employee, a customer, a client, a manager, an entrepreneur. (8) Understanding of the interdependence of the educational and occupational structures; the pathways between them, the relationship of subject matter to its application in professional, technical, and vocational settings. (9) Knowledge of how to organize one's time and energy to get work done, to set priorities, to plan. (10) Ability to see oneself as someone, as a person of worth and dignity, as a basis for seeing oneself as something.

These types of survival skills are not substiutes for basic academic skills, communication and computational skills, manual dexterity and motor skills. Indeed, they should enhance the importance of such skills, but they are clearly important in today's society and they cannot be treated any longer as byproducts of something else. They deserve direct attention in their own right.

These are part of the guidance components we see permeating into the school system. We have in the past 2 or 3 years tried to determine the accountability of guidance counselors, and in order to do this, we took a rather straightforward approach in that we went to the superintendents of the school districts in Iowa, and we said we wanted to find out if counselors are accountable, if guidance programs in total are accountable. So we suggested to them we were interested in collecting data from every school district and every building and all of the junior and senior high schools of the State.

One assurance we gave to them was that all of the data we collected would be available to all of the school districts in the State. We did in fact go about this, and we found considerable data that is available in a separate report, but in fact several of the outcomes were supportive of counselors. If they would not have been supportive of counselors, the data would have been available anyway. But the students that reported information said they were able to talk to counselors more readily than any other person in the school. There was one sad fact—that there were quite a number of students that found they had no one at all to talk to. We feel that these sorts of situations should be remedied.

We also found another statistic that we thought was rather significant, in that when we separated groups into their future plans, students going on to vocational-technical schools and students going on to 4-year colleges, and students going into work or the armed forces, the students that said that they had received the most help were those students going into vocational-technical schools, in contrast to the NDEA syndrome of counselors working only with college-bound students. We think this has changed in Iowa's schools, and we feel there is additional work that needs to be done.

I will refer to a needs study that indicates counselors are receptive to this type of thing in a moment.

The next part of our testimony, which is too involved to present at this time, but I will present to you, though, a number of projects and ways in which Iowa has spent the Federal funds that have been available to them. I will not take the time to go through the various activities at this point in time.

I recently conducted a study of five different groups of helpers in the State of Iowa, counselors in schools, counselors in mental health centers, and counselors in drug centers and in alcoholic centers, and in the community colleges. In one segment of it we asked them to determine what their needs were in nine different areas. The one I would like to report today concerns vocational and career development.

In 70 percent of the cases the counselors responded to the survey—and we had a 70-percent return of all counselors in the State—85 percent of those counselors said one of their greatest needs was in the area of continuing education for vocational and career guidance, career development. Contrast that with the mental health counselors who have different directives and different areas, and 14 percent of them indicated that was the need for them. The priorities they established when they were saying what was the choice of anything they wanted, it went back to vocational and career guidance skills. They wanted to update and continually be trained in that area.

Well, we feel definitely, and my past experience I think makes me even more firmly convinced that there is a definite need for an umbrella system of leadership for the development of career guidance programs in Iowa.

I served as a county guidance coordinator in the early days of developing guidance programs, and I have been aware of other guidance programs that were developed in conjunction with county guidance coordinators, someone to help them get started, someone to facilitate development of these programs, and I strongly believe we need leadership at the Federal level, we need leadership, of course, in our State Department of Public Instruction, and in our area education agencies, and in the State and local situations as well as the community colleges, and I would be negligent if I did not say also in our counselor education institutions, to help many of the counselor educators to keep up to date and understand what is going on.

Those of us at the grassroots then feel we have a nucleus of counselors that are trained, and we feel we need more training, but at the grassroots we have a nucleus to facilitate the Career Guidance and Counseling Act, or at least the intent of that act for helping the future of young people and adults that need assistance in career development.

Thank you, gentlemen.

[The prepared statement of Dr. Engen follows:]

PREPARED STATEMENT BY DR. HAROLD B. ENGEN, ASSOCIATE PROFESSOR OF EDUCATION, DIVISION OF COUNSELOR EDUCATION, THE UNIVERSITY OF IOWA

Mr. Chairman and Members of the Committee: My name is Harold B. Engen. My background includes classroom teaching, secondary administration, a counselor-teacher, county guidance coordinator and school psychologist, and as a director of guidance of The University of Iowa laboratory school in conjunction with my appointment as a counselor educator. During the past twenty-four years it has been a pleasure to serve on a variety of advisory committees for career guidance including Title III and VA and as a consultant to the State Department of Public Instruction and the American College Testing Program on various career guidance projects. In my work with ACT I was responsible for the development of the student and counselor booklets and other materials included in the Career Planning Program. During eight of the past ten years I was the executive secretary of the Iowa Personnel and Guidance Association.

My testimony today is in behalf of several organizations who have joined together because of their mutual concern for this particular legislation. They include: The Iowa Personnel and Guidance Association; The Iowa Vocational Guidance Association; Iowa School Counselors Association; the Iowa Association of Counselor Educators and Supervisors; and the Guidance Services Section of the Department of Public Instruction. Other individuals involved in the preparation of this testimony are from Iowa Area Community Colleges and Area Educational Agencies. Mr. Chairman, I sincerely appreciate this opportunity to present my views and the views of this committee regarding career guidance and counseling in Iowa as it relates to the Career Guidance and Counseling Act of 1975, H.R. 3270.

Now that you know who I am and the diverse population that I represent let me establish the rationale for my presentation. First, we are aware of and have studied the testimonies you and your committee received from Herr, Gysbers, Knox and Charles Lewis. These testimonies provided you with documentation of research studies and current national practices that relate to the need for this legislation. They also provided you with the history and the development of the career guidance and counseling movement to the present level of professional competency.

The need for additional development in this total area is the reason The American Personnel and Guidance Association developed the Career Guidance and Counseling Act of 1975. This legislation is intended to lead to a new and fundamental concept of Developmental Vocational Guidance—designed to serve *all* individuals of *all* ages in *all* communities of the Nation. It is our intent, at this time, to avoid duplication of previous testimony and to concentrate entirely upon what we know best—the development of meaningful career guidance and counseling and our future needs in the State of Iowa.

Mr. Chairman, with your permission, I have with me today two individuals that will assist in responding to questions should they develop. First, let me introduce Bill Britson, who is the Director of Guidance, Marshalltown Community School District and President of the Iowa Personnel and Guidance Association. He is also Past-President of the Iowa School Counselors Association, and currently serves as a member of the Statewide Guidance Advisory Committee, the ACT Advisory Committee and as a member of the Higher Education Facilities Commission Advisory Committee. He was a teacher in Storm Lake, Iowa for 11 years and has been a counselor and director of guidance for the past 16 years.

Next, I am pleased to present,

Dr. Robert Frank, Professor of Education, at the University of Northern Iowa in Cedar Falls. Bob has been a teacher and county guidance coordinator, was trained in a NDEA institute at Michigan and has served Iowa as President of the Iowa Personnel and Guidance Association in addition to being active in the Iowa Vocational Association. He is currently president-elect of the North Central Association of Counselor-Educators and Supervisors. He has just completed a term on the American Personnel and Guidance Association Board of Directors, representing the mid-western states.

Bill and Bob are well qualified and are here today to help you understand our testimony.

In order to assist in achieving the objectives of the testimony today it would seem appropriate to present a brief historical overview of the development of guidance programs in Iowa's Public Schools. The overview shall begin with the 1957–58 school year—the year immediately prior to the implementation of Title V-A and B of the National Defense Education Act of1958. In the 1957–1958 school year a small percentage (11.5%) of the public schools in Iowa employed school counselors. The majority of these counselors, 234 individuals, had minimum counselor preparation and were limited by state certification to serving the dual role of teacher and counselor. They were all serving a secondary school population. No counselors were prepared or employed in the elementary schools.

Title V–A, NDEA implemented during the 1958–59 school year had a primary emphasis on the establishment of guidance programs, with a major emphasis on the identification of the academically talented student and the encouragement of these students to enter institutions of higher education in pursuit of degrees in scientific fields. Each year 1959 through 1970 local public schools in Iowa were provided the opportunity to participate by the employment of their first counselor or counselors in excess of those employed during the year prior to their application. An average of 100 school districts participated each year and received a reimbursement of from 18 to 43% of their approved costs for guidance, counseling and testing. The act was amended in 1964 making it possible to utilize these monies for the development of programs at the elementary and the post-secondary levels. Reimbursement continued on a pro-rated basis of approved costs for the demands were always greater than the available funds.

The "seed monies" provided much incentive to local educational agencies in Iowa to employ counselors and structure programs which met the legislative intent.

As stated, in the school year immediately prior to NDEA 11.5% of Iowa's Public Schools made provisions for the employment of school counselors. It is estimated that limited guidance services were available to only 54 percent of the secondary school population, while the counselor-pupil ratio was estimated to be one full-time counselor equivalent for every 1,570 pupils. In contrast, and twelve years later, the 1969–70 school year—(the last year of Title V–A and prior to guidance, counseling and testing being consolidated under Title III of ESEA) found 988 individuals prepared for the most part minimally at the masters degree level, employed by 99.7% of Iowa's Public School Districts. With one exception, every public school district in Iowa had by the beginning of the 1969–70 school year implemented a guidance program and employed properly certificated counseling personnel. It is also worthy of mention that of the 988 counselors employed by local school districts 31 were prepared and serving at V-A and B of the National Defense Education Act of 1958. In the 1957–1958 the elementary school level. The federal funds provided for three pilot programs at the elementary level in 1965 which served as models for future growth and development of programs in the state. Growth has been slow and this for the most part attributed to lack of adequate federal, state and local funds as well as having inadequate members of qualified elementary counselors available for employment.

Beginning with fiscal year 1971, Title III, ESEA, as amended, Guidance Counseling (formerly Title V-A, NDEA) provided federal funds for expenditures incurred under an approved program. The Guidance Services Section of the State Department of Public Instruction had the responsibility for administering the funds for Guidance and Counseling in accordance with the established regulations. In an effort to assure the maximum use of the limited funds available (approximately 200,000 per year), the project proposal approach was implemented.

Project proposals were reviewed on a competitive basis. Consideration was given to the following order of priorities for utilization of guidance funds.

1. The development and implementing of pilot projects on guidance program accountability (assessment and evaluation).
2. The implementation and/or expansion of programs of guidance services at the elementary school level.
3. The development of specific activities designed to improve the quality and scope of Guidance and Counseling services.

The implementation of such activities would necessitate the employment of additional guidance personnel or extending the time assignment of personnel presently employed.

In addition, a very important part of the program of activities under the plan included State agency supervisory and leadership services that were directly related to the establishment, maintenance and improvement, to include innovation, of guidance and counseling programs. These activities included:

1. Providing leadership via consultative assistance to local educational agencies in establishing and improving local guidance programs.
2. Conducting and assisting in the assessment and evaluation of local guidance programs.
3. Coordination of guidance programs with related services: e.g., vocational rehabilitation, state employment service offices, special education.
4. Working with institutions of higher education in regard to counselor education programs.
5. Collecting, developing, and disseminating informational materials, e.g., handbooks, monographs, guides, training opportunities and studies helpful to local guidance program.
6. Representing of the discipline of professional guidance before state agencies and other interested groups.
7. Conducting and cooperating with state institutions, local districts, and professional organizations in providing in-service opportunities for professional development of counselors.
8. Providing leadership in assisting in role definition and communication of professional guidance workers and the qualifications necessary for these roles.
9. Attending and participating in local, state, regional, and national conferences, conventions and other meetings necessary to continue leadership and supervisory responsibilities.
10. Formulate and/or participate in committees that are advisory in purpose or working committees with goals and objectives to further develop guidance in Iowa.

11. Plan, conduct and/or participate in in-service activities which will provide teachers, parents, administrators, and other members of the pupil personnel services team with understandings, information and techniques to better integrate guidance as a part of the total educational program.

Including projects approved for fiscal year 1976, there have been a total of 56 projects funded with Title III, ESEA, Guidance and Counseling monies. Of these, seven were summer projects, two were for one semester, and the remaining 47 were for at least one year in length.

It is interesting to note, through fiscal year 1975 there were 24 elementary guidance projects funded through Title III, ESEA, Guidance and Counseling. Nineteen or 79% of the school district continued the elementary guidance program after the funding period.

If federal monies had not been available to the local educational agencies to initially implement programs of elementary school guidance and counseling very few would be in operation today in Iowa. The need to initiate additional elementary guidance programs still exists as does the need to expand career guidance and counseling activities for students at all levels. Currently there are only fifty-five schools of the four-hundred-fifty districts that employ elementary counselors and have a minimum program. We have a long way to go to have a significant impact upon the schools of Iowa and the students they serve.

Presently the number of counselors in Iowa has increased to 1081. The data for this past school year indicates that at the secondary school level there are 946 counselors serving a student population of approximately 310,000. Since not all of these counselors are assigned as full time this would provide for a counselor pupil ration of approximately 380:1 which is in excess of the state recommendation which is 300:1. The elementary scene is even more concerning as there are approximately 320,000 pupils and 110 counselors employed.

Mr. Chairman, we would like to call your attention to the testimony of Dr. Herr for one bit of information he included in his April 10, 1975 statement. This is a list of ten "survival skills" that we as a committee feel have particular relevance to our next order of presentation.

"1. Knowledge of one's personal strengths and weaknesses, preferences, values and the skill to relate these to educational and occupational options available. The ability to make realistic self-estimates.

2. Ability to use existing exploratory resources—e.g., educational opportunities, part-time work, books, audio-visual resources, etc.—to reality-test personal characteristics and choices.

3. Knowledge of educational, occupational, social life-style options and the skill to determine the interactions among them.

4. Ability to choose—to understand and apply the decision-making process purposefully and rationally.

5. Skill in interpersonal relationships—the ability to work cooperatively with others; understanding of worker-supervisory relations; adaptability to different persons and conditions.

6. Employability and job-seeking skills—understanding of applications and interviewing behavior.

7. Understanding to personal roles as an employee, a customer, a client, a manager, an entrepreneur.

8. Understanding of the interdependence of the educational and occupational structures; the pathways between them, the relationship of subject matter to its application in professional, technical and vocational settings.

9. Knowledge of how to organize one's time and energy to get work done, to set priorities, to plan.

10. Ability to see oneself as some one, as a person of worth and dignity, as a basis for seeing oneself as something.

These types of survival skills are not substitutes for basic academic skills, communication and computational skills, manual dexterity and motor skills—indeed, they should enhance the importance of such skills—but they are clearly important in today's society and they can not be treated any longer as by-products of something else. They deserve direct attention in their own right."

Dr. Herr's outline of survival skills necessary for an individual's work commitment and adjustment provide an outline for focusing on action necessary to meet student needs. Iowa students reactions were sought to the impact of counselors in the Iowa Accountability Study.

IOWA ACCOUNTABILITY STUDY

With the assistance of Title III, ESEA, funds, a random sample of over 9000 junior and senior high school students, the consumers of guidance were asked to evaluate counselor involvement and determine counselor accountability.

According to the survey, students indicated that the counselor was the most helpful person in the school system for the following: Selecting your school subjects; planning for schooling after high school; planning for occupational careers; solving personal problems; getting a job; and changing courses.

The data also showed a positive correlation between the number of contacts with counselors and student's perception of the counselor as giving assistance. Those students who visited the counselor more frequently were more satisfied with the services provided and more acceptant of the counselor as a resource person.

Interesting and contrary to some data, the students who were contemplating entering vocational technical schools after graduation felt the counselors were more helpful to them while in school than did the students who were planning to enter college, work or the armed forces.

Students felt it much easier to talk over their concerns with counselors than with teachers. There was a 43% favorable response to teachers as compared to a 70% favorable response to counselors.

Students when asked to descriptively describe the counselor were cited most frequently for being able to put themselves in someone else's place, looking to the bright side, understanding problems young people have today, not passing on what is discussed in private, discussing with students their true feelings, being a good observer of human behavior, communicating with students, understanding the feeling of students, going out of their way to help students and having a great deal of understanding for young people.

The most frequently heard criticism of counselors is the strong and heavy emphasis on the college bound academically talented student. This criticism may in general be true and clearly communicates the effectiveness of Federal Legislation. As you recall NDEA Title V was directed to the training of counselors to meet the needs of the academically talented and gifted. Many of the counselors now hold leadership positions in schools, both counselors and through migration administrators received at least a portion of their training through Title V-B Institute programs. Is it conceivable that adequately prepared legislation to meet the developmental or growth needs of all students could have the same success?

CAREER EDUCATION—GUIDANCE FUNDS

Monies appropriated for Guidance Services through Career Education has assisted students in career planning and decision-making, enabling them to examine life styles and personal satsifacttion, and opportunities to investigate education, work, and leisure alternatives.

Specific guidance activities have been implemented which assist: junior high youth acquire indepth knowledge of and respect for a broad range of career opportunities and the educational programs leading to specific career goals and/or high school youth in developing appreciation, aspiration, and information regarding career opportunities which contribute in a positive way to their career development in making decisions in their career development process and/or adults in making decisions regarding their career development process through job entry or re-entry, educational and/or job placement.

The following data indicates the number of projects funded by fiscal year at the secondary and post-secondary school level.

	Secondary	Post-secondary
1972	8	16
1973	6	18
1974	7	21
1975	49	17
1976	41	13

The above data reflects a significant increase in the number of projects being funded at the secondary school level. The need for mini-project grants to school districts become apparent when more districts in the state were involved in the implementation of career education within their school district. The mini-project grants made possible to implement guidance services activities which were designed to:

a. Encourage individual involvement in career development activities,

b. Provide individuals with information necesary for making meaningful and informed career choices,

c. Provide ongoing services to assist students in their career development process,

d. Aid them in career placement, and

e. Conduct follow-up activities, to determine the effectiveness of the instructional guidance program.

The above activities were determined by a needs assessment survey which involved the following populations:

Students—self-concept and career planning; students' needs related to guidance services; students' needs and classroom environment; students' needs relating to school in general; and students' needs statement relating to school.

Teachers—teacher utilization of guidance services.

Parents—parents perception of school guidance program and its benefit to their son or daughter.

Employers—in the school preparation related to existing career opportunities.

Mr. Chairman, there are many projects that have been funded that could be described but let us at this time look at selected information from a few of these projects.

Maquoketa.—Some specific needs that were determined by a needs assessment survey of the student body in Maquoketa Community High School are as follows:

80% of the students indicated a need for help in vocational and educational planning.

75% of the students indicated a need in being informed of careers in vocational areas that are available after high school (other than college).

76% of the students demonstrated a need to have ongoing "career day" activities using outside resource people, referrals of career interest fields, etc.

Cedar Falls.—

I. Based on a Career Educational Survey recently administered throughout the Cedar Falls system involving all our senior high population (1,430 students)—the following statements reflect the need for increased counselor assistance in helping students in their development of career plans:

A. *Sophomores*—

1. 74% of the Sophomores felt that the guidance department has not assisted them in the development of career plans.

2. 49% of the Sophomores felt that they did not have the opportunity for observation and/or work experience which would be helpful in making a career decision.

3. 40% of the Sophomores indicated that they did not know the education and training necessary for their career choice.

4. 43% of the Sophomores indicated that they did not know the necessary skills for their career choice.

5. 34% of the Sophomores felt that they did not have the opportunity to develop personal and social skills necessary to obtain and keep a job.

6. 60% of the Sophomores indicated that their teachers did not discuss careers related to the subjects they teach.

B. *Juniors*—

1. 70% of the Juniors felt that the guidance department has not assisted them in the development of career plans.

2. 49% of the Juniors felt that they did not have the opportunity for observation and/or work experience which would be helpful in making a career decision.

3. 35% of the Juniors felt that they did not understand the opportunities or the limitations of their career choice.

4. 40% of the Juniors indicated that they did not know the education and training necessary for their career choice.

5. 40% of the Juniors indicated that they did not know the necessary skills for their career choice.

6. 55% of the Juniors indicated that their teachers did not discuss careers related to the subjects they teach.

C. *Seniors*—

1. 60% of the Seniors felt that the guidance department has not assisted them in the development of career plans.

2. 33% of the Seniors felt that they did not have the opportunity for observation and/or work experience which would be helpful in making a career choice.

3. 37% of the Seniors felt that they did not understand the opportunities or the limitations of their career choice.

4. 43% of the Seniors indicated that they did not know the education and training necessary for their career choice.

5. 40% of the Seniors indicated that they did not know the necessary skills for their career choice.

6. 50% of the Seniors indicated that their teachers did not discuss careers related to the subjects they teach.

II. The annual follow-up study of Cedar Falls Community School graduates indicates a strong need, as expressed by our graduates, for expanded assistance in career development programs within our school. Typically, three-fourths of our graduates wished they had received more help in career planning and feel this assistance of most importance in their preparation for adult living.

III. The Cedar Falls Schools conducted a Needs Assessment study last year involving school patrons, teachers and students. The participants ranked a list of educational goals according to their importance from most important to less important.

This study points to the high esteem all three groups feel towards guidance and career related programs in our schools.

For example, the objective "Develop pride in work and a feeling of self-worth" was ranked first by the teachers, second by the patrons, and fifth by the students.

The objective "Gain information needed to make job selections" was also high on the list—especially with the students.

While the Cedar Falls survey applies to only one district it indicates the interest and concern of students it is also evident in other districts. Concerns about career choice and career decision making are important in helping youth become productive members of society.

Dubuque.—The Dubuque schools has developed a junior high guidance program which focuses on a decision-making process in the 8th grade. This year marks the first year for an elementary counselor within the system although extensive efforts to improved classroom environment through teacher in-service has been directed by the counselors.

Marshalltown.—Public school counselors are constantly seeking new methods or techniques that will assist in making guidance programs more effective. The ideas themselves are not difficult to achieve. A brainstorming session by a small group of counselors might well produce many worthwhile suggestions and ideas on how to improve guidance programs. The problem, however, is not that of generating new ideas, but in most cases how to finance them. An excellent example of this happened in Marshalltown, Iowa, during two summer vacations. The Marshalltown High School counseling staff felt a need to become more knowledgeable about career opportunities in several of the larger industrial corporations. A project was written and submitted to the State Department of Public Instruction that would permit four high school counselors to spend eight weeks each summer for two consecutive summers to make a very thorough exploration of four large Marshalltown industries.

What benefits were derived from this project? The counselors involved in the project, realize almost daily benefits from the experience. Counselors became very knowledgeable about four local industries probably knowing the industries better than most people who work in those industries. Counselors visited with people from all departments within the industry and learned of specific job opportunities within each department. These people became resource persons for counselors when students wanted information concerning local industrial employment opportunities. These resource people could be invited to come to our schools and talk to students, or students could be sent to visit industries. Important contacts were made from laborers to top management personnel in each corporation. Yes, many benefits were derived from this experience and it was possible only because the school district was able to get additional funds to help support the project.

Vocational Exploration Groups.—A systematic training program to develop counselor skills in teaching (Vocational Exploration Groups) vocational decision-making was taught to 96 counselors last year. An additional 100 in-service counselors are being trained during the current year. This program is also becoming a part of the pre-service education of counselors. Student responses to the program are overwhelmingly positive in that it provides them with the methods and style of making career choice and decisions.

In response to a follow-up survey conducted six weeks after conclusion of the workshop, participants were positive e.g., 90% believed the VEG program had merit as a tool for developing counseling readiness for individual career planning and 83% stated they would use the VEG program whenever possible in their own school setting.

I would also like to mention an effort being conducted at the state level called the "Career Information System of Iowa."

Career Information System of Iowa.—CISI provides current, relevant occupational information and an occupational exploration design based on self-perceptions to facilitate effective career decision-making. The needle-sort delivery, available to schools statewide, includes a deck of 252 needle-sort aperture cards containing occupational information, a Leader's Guide and a print copy of each of the occupational briefs.

At the close of the 1974-75 school year, there were 147 subscribers to the CISI needle-sort delivery, most of whom received their materials at a CISI-conducted inservice workshop. During June and July, 29 new orders have been received.

The CISI computerized delivery is available in selected pilot-demonstration sites, chosen, in part, to represent rural, medium-sized and urban settings. These pilot sites are:

1. South Winneshiek Jr-Sr High School, Calmar (Northeast Iowa Area Voc-Tech School, Calmar—summer sites).
2. Fairfield High School, Fairfield (Indian Hills Community College, Ottumwa—summer site).
3. Kennedy High School, Cedar Rapids (Kirkwood Community College, Cedar Rapids—summer site).

Additional summer users:

1. Northeast Iowa Community Action Program, Decorah.
2. Upward Bound, Simpson College, Indianola.
3. Project IMPAST, Urbandale.
4. Des Moines District Voc-Rehab Office.
5. Iowa Voc-Rehab Center.

Plans have been made to add five new sites during FY 76. Two of these sites have tentatively been identified within merged areas 5 and 14. Needle-sort decks will be placed in three special education settings to further evaluate the feasibility of using these materials with special populations.

During FY 76, a series of follow-up workshops will be conducted for subscribing schools concerning elementary materials and the development and implementation of an integrated career education curriculum.

Project ABC—Blackhawk—Buchanan Schools, Cedar Falls, Waterloo.—Through the use of Title III Funds of the ESEA Law provided a three-year study of the impact of classroom environment or climate on elementary school children. Using video playback with classroom teachers, three guidance consultants were able to bring about statistical significant growth changes in the achievement of students as measured by the Iowa Test of Basic Skills (as compared to a control group of students who teacher received no contact with the guidance consultants). Personality changes in students as measured by the California Test of Personality were directionally positive although not significantly as compared to the control groups.

Project Acountability Area 7—Blackhawk—Buchanan Schools—Cedar Falls.—Also funded with Title III funds compared the impact on students of an elementary counseling programs staffed by either a full time, or part time counselor. The half time counselor devoted the remainder of her time as a consultant to the 24 school districts receiving no direct service. Responsibilities during this period of time focused on in-service activities for teachers, administrators and parents. A control school which received no service was matched for each of the two experimental schools. While the analysis of counselor time allocation, between full time and part time counselors represents only a slight difference on emphasis student growth as measured by a Pupil Maturity Scale, was statistically significant in favor of the full time counselor. Alarmingly the control school for the half time counselor which received no guidance assistance had a more positive student picture than the school with a full time counselor. While additional examination of this question is needed, a subjective response suggests the half time counselor becomes involved in crisis situations with problem children while the full time counselor provides crisis counseling they have more opportunity to provide positive developmental or growth oriented activities.

Elementary Guidance is Career Guidance.—The needs of our complex society are changing rapidly and frequently elicit a delayed or inappropriate response from its bureaucratic institutions, including schools. The entire educational structure must be responsive to these ever-changing needs. However, segments of that structure must serve as the cutting edge before adaptive planning can begin. Because of its dedication to human relationship methodology, its program flexability and its potential to research, curriculum, pupil service and administrative decision-making, the guidance program is in a precise position to serve as the cutting edge.

As career guidance works to provide assistance in meeting ever-changing needs, consideration is given to it as a dynamic process stretching over a period of time evolving as it passes through several stages of development. Consideration is given to the fact that attitudes, values and behavioral patterns are well established between the ages of 7–10 and 12 at the outside; research evidence indicates a significant relationship between early school achievement and eventual adult performance.

High in priority as part of this dynamic process are the development of self-understanding and the understanding of self in relationship to other people. With this in mind career guidance is interested in making social and emotional experiences an integral part of curriculum as opposed to allowing these areas to continue as incidental to the curricular areas. Thus, career guidance at the elementary level emphasizes understanding of self, relationship with the people as well as the development of awarness of the world of work. However, awareness of the world of work is definitely "not a matter of studying specific occupations. It "is" a matter of becoming familiar with the work and workers which are part of the world within which the child lives. Consequenlty, students begin to integrate into their knowledge base, information about self as related to others and as related to the society within which they exist. The knowledge about self and relationships with other people will provide for students the flexibility needed to adjust to an ever-changing world.

Many of the elementary career guidance activities in Iowa have been carried out through the utilization of elementary guidance personnel. Elementary counselors have provided assistance to teachers in implementing programs of social, emotional and career development. A variety of commercially prepared and locally prepared programs have been utilized in accomplishing this task. Some of the commercially prepared materials include The Human Development Program, Values Clarification strategies, Developing Understanding of Self and Others, SRA Focus on Self Development, Popeye Career Comic Series, and a variety of others. Teachers have received these materials and approaches most favorably. They have also welcomed the elementary counselors and assistance provided by them in making these activities and approaches an integral part of curricular areas. Examples of this teacher support follow:

After completing in-service training sessions with Cedar Rapids elementary counselors, teachers responded.

Do you plan to use the ideas, skills, and/or materials presented as an integral part of your work as a teacher?

Yes—57
No — 1

Did you notice any change, positive and negative, after using these skills or ideas?

Yes—48
No — 7

How would you sum up this in-service experience?

Not very Worthwhile	1	2	3	4	5	6	Extremely Worthwhile
	1	0	0	8	21	29	

Teachers in *Carroll County* evaluated the counselors efforts favorably. I am am now using more career guidance techniques as a result of my contact with the elementary counselor.

Yes	42	31	73
No	11	7	18

The elementary guidance program should be continued.

Yes—88
No — 3

Elementary counselors follow very similar steps as they provide teachers assistance in establishing career guidance programs. That procedure follows:

Provide in-service opportunities to acquaint teachers with the basic concepts.

Demonstrates the use of those basic concepts.

When the teacher feels comfortable she tries the approach with her class.

The counselor is available for consultation, support, and supplements the teacher's skill development as she becomes more comfortable and interested in the concept.

Elementary guidance and counseling programs in Iowa have been steadily increasing. This has resulted in the expansion of career guidance at the elementary level.

Iowa's progress in the expansion of elementary guidance and counseling programs follows:

1964-65— 0
1965-66— 3
1966-67— 3
1967-68— 8
1968-69— 13
1969-70— 31
1970-71— 50
1971-72— 70
1972-73— 90
1973-74—105
1974-75—110
1975-76—125

Iowa schools utilizing the services of the elementary counselor recognizes the need for someone trained in the areas of social, emotional, and career development. They have recognized the school's responsibilities in the areas of self-concept and development, the development of value systems, and the eventual application of this knowledge in the career decision-making process.

They most importantly recognize that if students have no use for themselves they definitely will have no use in a work oriented society like ours.

There is then, as these data indicate, a definite need for counselors at all levels to provide assistance to students in acquiring the "ten survival skills" referred to earlier. Financial resources are needed to further the present emphasis on the new career guidance delivery system being offered to students of all ages in the formalized educational programs. This thrust may involve changing not only the content, but an even more important task of changing the very structure of the entire education system to better meet the needs of the students it serves. Counselors are involved in the implementation of this new career guidance movement.

Mr. Chairman, The legislation proposed in the Career Guidance and Counseling Act of 1975 also alludes to the continuing education of counselor educators and counselors. In a study I conducted in the spring of 1975, in Iowa regarding continuing education needs of school counselors 85% of the 691 respondents indicated that additional training in the area of vocational and career development would be useful or very useful to them. The two express areas where over 40% of the counselors desired training was in the area of career guidance and self/career exploration. When counselors expressed their first and second training preference career guidance and career education ranked first and third respectively. There were eight other areas of concerns but the emphasis upon the needs for continuing education in the career guidance area indicates a definite trend away from the stereotyped counselor of the NDEA Title V era, who was interested only in the college-bound student.

These data presented today suggests that Iowa counselors and those involved in their training and supervision are cognizant of the developmental needs of students, are continually seeking additional data to more adequately provide opportunities for these needs to be met. The magnitude of the situation, particularly in light of national trends for *state* legislatures to provide ceilings on education funding call for federal involvement. Funding for program development in areas where student needs (and societal needs) are the highest as well as funding for counselor training and retraining are needed to meet the sociality needs as well as the personal needs of our society.

We need leadership and coordination at the Federal level, we need leadership and coordination in our State Departments of Public Instruction and we need this same type of leadership and coordination at the area education agencies and in the local schools. It is a big job but we feel with our past experience and our strong commitment to the concept of career guidance we will be able to provide the grass roots talent that is needed.

We appreciate the opportunity to be here today to add the support of Iowans who are concerned about the career guidance needs of individuals and stand ready to assist in the implementation of the intent of The Career Guidance and Counseling Act of 1975, H.R. 3270. Thank you.

Mr. Blouin. Thank you.

Congressman Simon.

Mr. Simon. I have no questions. I would simply like to, because I am going to leave in a couple of minutes, just express my appreciation, first of all to your Congressman and his staff for lining this up, and to all of you who have been witnesses. It has been an extremely profitable day for me, and I think I speak for other members of the subcommittee also.

And to all of you who have been in attendance and evidenced an interest, I personally would welcome any ideas and thoughts you have at any time in the future, and I am sure the other members would welcome this also.

Mr. Blouin. Let me add, Paul, I am extremely pleased to have had yourself and Tim and Congressman Perkins take a day out of your terribly swamped schedules to come to Iowa, where there are no constitutents from your districts in terms of being able to vote for you or against you. I think that is a supreme sacrifice, and I want you to know we in Iowa certainly appreciate your willingness to do that.

Generally, for those of you not terribly familiar with congressional hearings, if you see at most hearings one or two members of Congress, both of whom are very close to that district geographically, you are doing good. It is terribly difficult to get Members to travel any distance and to take days away from their time and from their people, or work to hear the problems and troubles of peoples in other districts. We want it to be known that we appreciate that effort very much.

Congressman Hall.

Mr. Hall. I would simply like, Mike, to add to what Congressman Simon said about your efforts. I would like to thank you for your patience also. If it is any consolation or comfort, you have as many members here in this hearing as we have in our full hearings sometimes, because our duties are so diverse and scattered.

One quick remark: The reason that they would defer to the counselors is that they say counselors were responsible for their choice or whatever. Are you talking about individual counseling? You are not talking about group counseling?

Dr. Engen. Basically individual counseling.

Mr. Hall. Would that be because it is 1-on-1?

Dr. Engen. There were other questions in there, and I think one of them that we related to deals with confidentiality they can obtain from a counselor, and the fact they can obtain—individual counselors were more readily available to them than teachers.

Mr. Hall. Thank you very much.

Mr. Blouin. Thank you very much. I appreciate your being here and appreciate your input.

With that, and with a final thank you to all witnesses for keeping us on schedules, and to Selby Ballantyne for being quiet and keeping us on schedule at the beginning, and to Kirkwood for all of their tremendous efforts in helping us put this together, with that we close the meeting, and again, thanks to all who have been involved.

This meeting is adjourned.

[Whereupon, at 4:45 p.m., the subcommittee was adjourned to the call of the Chair.]

[Information submitted for inclusion in the record follows:]

PREPARED STATEMENT OF RUTH HUGHES, HEAD, HOME EDUCATION, VIRGINIA THOMAS, ASSOCIATE PROFESSOR, HOME ECONOMICS EDUCATION, IOWA STATE UNIVERSITY

Mr. Chairman and Members of the Committee: We are aware of the mandate to review periodically the administration and operation of vocational education programs, for the purpose of making recommendations for adjustments in federal legislation to meet sociological and technological situations in our nation. Various agencies and members of Congress have proposed changes in the basic Vocational Education Act (P.L. 88-210) and the Amendments thereto (P.L. 90-576).

Some of these proposals involve substantial changes in the purposes for which vocational education funds may be spent and in the channels for financing and directing instructional programs for individuals at different levels of the educational ladder. In spite of the worthy intentions of certain of the proposed revisions there is cause for concern; following are some of the major concerns.

FUNDS FOR ANCILLARY SERVICES

Items in Part B—Career Guidance and Exploration, Section 124 (H.R. 3037 and S 941) are focused on the career awareness component of career education, beginning with first grade and specifically stated for that level and beyond. The concern is the use of vocational education funds for programs focused on "beginners" in public schools. Moreover, Section 124 designates that these funds will provide activities and resources currently defined as "ancillary services—the services and activities necessary to assure quality of teachers and other personnel; special demonstrations and experimental programs; development of curriculum and instructional materials, research . . ." (See Rules and Regulations, Federal Register, Vol. 40, No. 38, 2/25/1975)

Curriculum development

Elementary schools in many states, including Iowa, have demonstrated that career awarenes curriculum development projects provide young children with needed insights into the world of work. Development of concepts about clusters of occupations and appreciation for the interdependence of the many kinds of work of different individuals contributes to the well being of a total community and is a good foundation for intelligent career choices in future years.

However, for several years money has been extremely limited for projects to develop curricular materials designed to instruct individuals who are of employable age and need job training and preparation for the dual role of homemaker and wage earner, whether male or female. Unskilled youth and adults, those with special needs, and students in regular secondary and adult programs will be further deprived of vocational education if funds are diverted to design of career awareness instructional materials at the elementary school level or to groups for which vocational education funds weren't designated. Yet, we believe there are other sources that could be used for that purpose.

The concern about funds for developing curricular materials can be explained further by references to legislation of 1963 and earlier. There was an ongoing curriculum development partnership between the vocational education staff in the Iowa Department of Public Institution and the College of Home Economics. This relationship involved university subject matter specialists, experts in instructional methods and media and then testing of preliminary materials by home economics teachers throughout the state under the direction of research specialists in the Iowa State University Home Economics Education Department and the supervisory staff of the Department of Public Instruction. As a result, Iowa teachers were provided with high quality curriculum guides in the diverse subject areas in home economics. These instructional materials were in great demand throughout the nation and even now out of state requests for Iowa curriculum materials are made frequently to both the University and the Department of Public Instruction. The most recent curriculum materials available were published in 1968 and 1969.

Among the Rules and Regulations for operating vocational education programs is this one for consumer and homemaking programs:

"The program will include consumer education as an integral part thereof, including promotion of nutrition knowledge and food use and the understanding and economic aspects of food use and purchase." (Federal Register, Vol. 40, No. 38, February, 1975)

It is ironic that in spite of this emphasis on knowledge of nutrition and food purchase, both high priority study items for all people, funds are not available to update a guide more than 10 years old. It is particularly frustrating if one recognizes the expertise in nutrition and food science available in the college. Similar illustrations exist for child development and textiles and clothing.

In regard to the above, attention is called also to duplication of effort. Consumer education, parent education, and nutrition education are all subject areas of home economics. The current trend toward funding of projects in those areas through other groups, often with new delivery systems, is patently wasteful. Vocational home economics programs, secondary, post secondary and adult programs are offered within established systems which work together to reach all the people of Iowa. Those programs also have available to them through the college the very best in subject matter expertise.

Teacher Education

Teacher education includes the basic education of teachers, usually a baccalaureate degree, and subsequent graduate degrees and less informal, inservice programs for updating of content and methods. In home economics there is need to consider preparation of teachers for urban communities where patterns of living differ greatly from those of the midwestern small communities. Students graduate and leave the small communities and go to cities seeking teaching positions and can get them, generally in the communities or parts of town that are economically and culturally disadvantaged. Such teaching experiences are being provided at the preparatory level at Iowa State University in cooperation with the Cooperative Urban Teacher Education Program in Wichita, Kansas. It is an expensive venture, and only a limited number of students can participate.

Both student teachers and inservice teachers request experiences to assist them in meeting needs of handicapped students and students in experimental instructional programs for youth who have quit school. In addition, both preservice and inservice teachers can benefit from various types of educational offerings geared toward helping secondary school and adult class participants see how the principles and learning experiences in several of the home economics courses can be applied to entry level occupations. For example, child devolpment instruction lends itself to preparation of wage-earning in a variety of kinds of child care centers, hospitals, and recreation facilities. Other subject areas need to be explored with students. Teachers need encouragement and guides for doing it.

The vocational youth organizations provide opportunities for community action activities related to family life and to the goals which consumer and homemaking education intends to achieve. Some of the attitudinal objectives which teachers find hard to achieve can be accomplished through the youth organization, Future Homemakers of America.

Teacher education programs presently do not seem to have assured funding in proportion to their importance. We are concerned about any proposal that poses a threat to the few funds now available for that and other ancillary services.

Research

Some research involves development and/or testing of curriculum materials, and a very few such projects for home economics have been funded nationally and in Iowa. A less recognized but fundamentally more important concern is research which provides educators with information on which to base decisions about content and strategies of instruction.

Better understanding of how to help people and families function in today's society, knowledge of the effectiveness of various instructional strategies, judgments of the worth of vocational programs; all these are areas in which research is needed. Universities such as ours have the scarce faculty expertise and statistical support facilities to design and carry out research which could make an impact. But it is time-consuming, expensive and difficult to "sell."

Research which addresses real issues in teacher education is not funded. (The real issues are "what teacher behaviors are associated with which pupil behaviors? and "How does one assess competence of teachers?") In vocational home economics, we do not know enough about what work experience a teacher needs to prepare pupils for occupations. Yet, the question could be answered through good research.

CATEGORICAL FUNDING

There may be some reasons why the states should have full freedom to receive federal grants for a total vocational education program and to administer them without specific federal guidelines. Yet without guidelines in some states the people who are most knowledgeable or who have some expertise in particular problem areas are not sought out or in any way involved with plans for solutions to these problems. Nor are certain groups or useful consultants involved in the decision making or the setting of priorities for program development or other facets of what type of vocational education program and what groups of people must be educated.

We are concerned, therefore, that some funds be set aside for specific vocational programs.

STATEMENT SUBMITTED BY HOME ECONOMICS TASK FORCE, IOWA COORDINATING COMMITTEE. MEMBERS: JULIA F. ANDERSON, LINDA CARSON, RUTH HUGHES, GLADYS GRABE, MAVIS KELLY, JANICE MORGAN, MARGARET OSBORN, MARILYN STORY, SARA C. WOLFSON, AND MARGARET YODER

On behalf of vocational home economics, the Home Economics Task Force—Iowa Coordinating Committee with representatives from the Community Colleges, Regents Universities, and the Department of Public Instruction is pleased to have this opportunity to submit the following testimony in support of legislation dealing with vocational education.

Vocational home economics encompasses both consumer and homemaking education and preparation for home economics related occupations. Both components are crucial in meeting the needs of individuals and families.

Consumer and homemaking education provides instructional programs, services and activities at all educational levels for the occupation of homemaking for both men and women including, but not limited to, consumer education; food and nutrition; family living and parent education; child development, care and guidance; housing and home furnishings; home management; clothing and textiles. Such programs, services and activities are designed to help individuals and families (a) progress toward the goals of enhanced quality of personal and family living; (b) improve the home environment; (c) understand human development at all stages of the life cycle; (d) accept the multiple roles of men and women as they function as individuals and as family members; (e) develop responsible attitudes toward parenthood; (f) make effective consumer decisions; and (g) develop skills and optimum managerial behavior.[1]

The Vocational Education Act of 1963 specified that "educational programs for gainful occupations which utilized home economics knowledge and skills" be offered to men and women. Care and guidance of children; clothing management, production, and services; food management, production, and services; and institutional and home management are examples of these home economics related gainful occupations.

SPECIFIC IDENTITY OR CATEGORICAL FUNDING

Although homemaking is recognized as an occupation, it is imperative that home economics continue to have categorical funding or specific identity in view of the fact that major emphasis in vocational legislation is on occupations classified as providing gainful employment. Consumer and homemaking education is needed by all members or society since they are members of families. "Home economics views the family as a major source of nurturance, protection, and renewal for the individual."[2]

INCREASED FUNDING

Further, consumer and homemaking programs have been more responsive to the needs of individuals and families in economically depressed areas and with cultural differences as well as males and females at secondary, post-secondary and adult levels as a result of appropriations since the 1968 amendments. This kind of support needs to be increased because consumer and homemaking programs develop attitudes, values, knowledge and skills beneficial to all people. These outcomes are applicable on the job and in the marketplace as well as in the home. To illustrate, in research completed recently in the College of Home Economics at Iowa State University, employers verified the relationship between successful home and family life and successful employability. Although enrollments in home economics have increased dramatically, additional monies are required if all segments of the population are to be reached and served adequately.

ANCILLARY SERVICES

There also must be increased funding for the ancillary services of research, teacher education and curriculum development. These activities are critical to any program, and particularly to one so affected by our rapidly changing society.

DUPLICATION

This Task Force also is concerned about duplication of efforts and services as a result of current and proposed legislation such as the Consumers Education Program authorized under the Education Amendments of 1972 and 1974 and the Comprehensive School Health Act of 1975. Home Economics has an established delivery system with professionally prepared personnel and programs. With additional funding, home economics could meet these other needs and serve more people, yet not duplicate services and thus waste monies of taxpayers.

In conclusion, all members of the Home Economics Task Force appreciate your efforts in behalf of vocational education.

COUNCIL BLUFFS PUBLIC SCHOOLS,
Council Bluffs, Iowa, September 18, 1975.

Congressman CARL D. PERKINS,
Rayburn Building,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: I am writing this letter because of my attendance at the September 16, 1975 Subcommittee Hearing in Cedar Rapids on Vocational Education Legislation.

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[1] Consumer and Homemaking Education (Useful) (secondary/postsecondary). *Iowa State Plan.* Des Moines Department of Public Instruction. 1975.

[2] Home Economics—New Directions II. *Journal of Home Economics,* May 1975, 67, 26.

I believe Congressman Michael Blouin and yourself should be congratulated on your abilities to handle this type of hearing and keeping things moving along.

As the Career Education Supervisor in the Council Bluffs Community School District, I deal directly with all the vocational education programs. At the Subcommittee Hearing in Cedar Rapids it seemed to me that a greater importance was placed on post secondary institutions to serve students in vocational education as compared to secondary schools. In the Council Bluffs Community Schools only 25% of the seniors start any educational pursuits past the twelfth grade with 75% of the students going directly to employment or the Armed Forces. It is our goal to give the students who go directly to employment or the Armed Forces, job entry skills through good vocational education programs. Our problem is finding enough funds and space to provide for this need.

With this in mind I make the following recommendations:

1. I support a prevention type education, happening on the secondary level rather than remedial programs at a latter time. Thus saying vocational education must happen at the secondary level.
2. I support categorical type funding.
3. I suggest a support type of funding rather than seed money approach.
4. I support the concept of curriculum development monies to be used by local secondary schools.
5. I support a type of a summit meeting on Vocational Education to gather national direction.
6. I would suggest the committee consider Urban Center funding for Vocational Education.

During the hearing at Cedar Rapids, Iowa a question was asked by Congressman Hall as to what else could be provided besides direct monies for Vocational Education. I believe I would answer this by saying: Provide human development and trust for mankind which in the long run does take money resources.

I certainly enjoyed my attendance at the Cedar Rapids Hearing and hoping from this kind of activity your committee can arrive at a good funding level for Vocational Education.

Sincerely yours,

DONALD HABERMAN,
Career Education Supervisor.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT,
Des Moines, Iowa, September 19, 1975.

CARL PERKINS,
Chairman, Committee on Education and Labor, Subcommittee on Elementary, Secondary and Vocational Education, House of Representatives, Washington, D.C.

DEAR CONGRESSMAN PERKINS: I enjoyed the opportunity to attend your recent congressional hearing in Cedar Rapids, Iowa. Congressman Blouin should be congratulated on his development and implementation of this hearing.

As was discussed at the recent hearing, career education and vocational education in Iowa has been developed and implemented rather uniquely. The subcommittee was informed of many of the excellent opportunities available in vocational education in Iowa's community colleges. Presently the community college network in Iowa is doing an outstanding job in meeting the educational needs of post secondary youth and adults. However, there exists in Iowa a tremendous lack of any type of comprehensive network of programs in vocational education at the secondary level. As was brought out in the presentations, secondary vocational education in Iowa with the exceptions of vocational homemaking and agriculture, is limited to only the larger urban centers-urban centers in Iowa being cities with populations approximately 25,000 or above. Of the 450 plus school districts in Iowa approximately 5% of the districts have this type of population, however, well over 50% of Iowa's students are enrolled in these districts. Much discussion centered around developing, implementing and funding vocational education in rural areas. We feel that this has long been needed in Iowa and support the idea of meeting the vocational needs of all of Iowa's students. Therefore, under the present limitations on state and federal funds available in Iowa, the urban districts are quite concerned that funds will be removed from existing programs in our districts to fund new programs in other districts.

With over 50% of the students in Des Moines not going beyond grade twelve for further education, it is quite apparent that preventative vocational dollars are needed at the secondary level to meet the needs of the students while they are still in school. We have seen many federal dollars made available for remedial programs to meet the needs of youth and adults after they leave the educational system. Perhaps we could accomplish more with the limited federal dollars by using them on a preventative basis at the elementary-secondary levels.

Because of the secondary schools vocational education needs in the large urban centers in Iowa and the United States, we would like to make the following recommendations.

1. Earmark specific funds for urban centers for secondary vocational education.
2. Identify federal vocational funds for maintaining and replacing equipment (presently in Iowa's secondary schools the 25% reimbursement on teachers salaries and travel we receive does not meet the exceptional cost of these programs.)
3. Divorce career education from other vocational education legislation.
4. Continue categorical funding for vocational education.

In summary: Iowa has a tremendous opportunity to meet the vocational needs of their youth and adults through post-secondary programs, however, it is presently being accomplished at the sacrifice of the existing secondary vocational programs. More funds need to be directed for preventative measures rather than remedial programs after students drop out of school or graduate from high school with no salable skills.

Upon your request, we would welcome the opportunity to visit with you regarding the above recommendations.

Sincerely,

RICHARD GABRIEL,
Coordinator, Career Education.

VOCATIONAL AND OCCUPATIONAL EDUCATION

MONDAY, FEBRUARY 9, 1976

House of Representatives,
Subcommittee on Elementary,
Secondary and Vocational Education
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:45 a.m., in room 2257, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Member present: Representative Perkins.

Staff present: John F. Jennings, majority counsel; and Charles W. Radcliffe, minority counsel.

Chairman **Perkins**. The subcommittee will come to order. A quorum is present.

I am delighted this morning to see some of our former colleagues with us, especially the gentleman who used to chair this subcommittee, which I am privileged to chair, former Congressman Pucinski. We are happy to see him down here so often, and he has been so helpful in the whole area of education, elementary, secondary and vocational since he left this committee, that we now consider him a part of the committee.

Today the Subcommittee on Elementary, Secondary, and Vocational Education is beginning its final set of hearings on vocational and occupational education before we move to markup on amendments to the Vocational Education Act. These hearings will include several days of testimony here in Washington, and field trips to Sioux Falls, S. Dak., and Lexington, Ky.

Throughout 1974 and 1975, we conducted a total of 42 days of hearings, receiving testimony from nearly 200 witnesses representing many different opinions and all levels of involvement in vocational programs. We heard nearly every point of view on every issue facing us in vocational education.

Now, as the subcommittee approaches markup on legislation that will greatly affect the direction that vocational education will take for the next 5 to 10 years, I feel that it is important to review the major issues.

The purpose of this morning's hearing is to permit three outstanding organizations which presented key testimony in the past 2 years to summarize their views and recommendations.

We will hear first from the Honorable Roman C. Pucinski, a former committee member who played a very active role in writing the Vocational Education Amendments of 1963 and 1968. He is here today representing the National Advisory Council on Vocational Education.

Our second witness will be Dr. Patrick J. McDonough of the American Personnel and Guidance Association, who will present the case for increasing the emphasis placed on guidance and counseling in vocational education.

Our final witness for today will be Dr. J. Floyd Hall of the National Federation of Urban-Suburban School Districts, who is here as a spokesman for 23 large school districts across the country.

Mr. Pucinski, I am delighted to see you here again, and you may proceed in any way that you prefer. Would you also introduce the other witnesses who have accompanied you here today.

Mr. Pucinski. Dr. Duane Lund, our acting chairman, is with us this morning. He will start the proceeding, and we will take it from there.

We are pleased to have Duane, who is a very distinguished educator in this country, and who has worked very closely with the key minority member of this subcommittee, Mr. Quie.

STATEMENT OF DR. DUANE R. LUND, ACTING CHAIRMAN, NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Dr. Lund. Mr. Chairman, before Mr. Pucinski actually goes into the testimony on the legislation, there are a few remarks that I would like to make.

First of all, I would like to introduce the man at my right, Reginald Petty. Our executive director, you will recall, left us last spring or early summer, and Reg Petty very ably replaced him. The staff has worked with Reg, and I am sure that you will also enjoy working with Reg.

Right now, our council is kind of between appointments. The chairman's term ended in January, and the President has not yet appointed a new chairman at this time. We do not have an officially appointed chairman at this time, and this is why I am the acting chairman until the President makes his appointment. This usually gives us a gap of about 2 months, which is unfortunate, when we do not have a full council, but we go on with our business the best we can.

I assure you this morning that the National Advisory Council and the State advisory councils are alive and well. I have been on the National Advisory Council now for 5 years, and the word to use is "thrilled."

It is a thrill to see how the State advisory councils have grown and matured. I was on the first Minnesota State advisory council. I have seen, over the last few years, how the other State councils have matured in their effectiveness and their working relationships with the State departments of education. It is exciting.

The State councils are becoming more and more effective in the working relationships between the State departments and the vocational programs. The State councils are just excellent in 85 percent of the States, and there are only very few places where there are problems in that working relationship. As long as there are human beings involved, it is not surprising that there are some problems.

In terms of the National Advisory Council programs, I would like to talk about a few items this morning. We have one problem that we want to address very soon, but not at this time with any language change, but ever since the passage of the Advisory Committee bill, our status has been changed in the way that we operate.

The Office of Education is very much involved, presumably only in housekeeping functions, but housekeeping functions sometimes affect programs, and this has happened. Some of our programs have been detained, have been held up, really seriously slowed down.

We are less effective today than we were in recent years when we had more to say about our own housekeeping. The Commissioner and his staff would like to see a change, at least back to the way it was.

So, we are going to work out some changes, which hopefully will make it easier for us to operate, and we could do our job, and be more truly independent of the Office of Education, and it would be with the Commissioner's blessing.

The State councils have some similar problems and we would address them at the time that we have the material ready. This is important to all the councils, State and national.

A question has arisen about the legitimacy of the spending of Federal dollars for vocational student organizations. When asked the question, the HEW legal staff has responded that until the Congress has time to review this and to act, they pretty much can go on spending Federal dollars for vocational student organizations providing instructional services.

The language is not clear. I want to submit for the record a resolution of the council, introduced by Don McDowell of the FFA foundation, who has been a member of our council, suggesting language which would take care of this matter.

Then, we are going to submit, this afternoon, with your permission, a statement on career education. It is a supporting statement from the Council having to do with your legislation on career education.

Chairman **Perkins**. Without objection, those documents will be made part of the record.

[Documents follow:]

VOCATIONAL STUDENT ORGANIZATIONS

To be included in new federal legislation to clarify and direct the place of vocational student organizations in the vocational education program.

The following language must occur somewhere in the legislation:

"Supportive financial assistance to those vocational education student organization programs and activities offered as an integral part of the ongoing vocational educational instructional program is considered to be an appropriate expenditure of vocational education funds."

"Vocational education student groups include FFA. FBLA. FHA. DECCA. OEA. VICA, and may include additional groups that are ongoing or being organized as an integral part of vocational instruction and recognized as such at the state and national level."

The question of what is and what is not allowable expenditures of vocational education funds must be answered. This probably cannot be spelled out in legislation but should be policy articulated by the legislation proponents, quite probably as a statement in the Congressional Record as "Congressional intent."

Allowable.—Salary and travel of vocational education staff at the federal, state and local levels for the purpose of promoting, supervising, and maintaining vocational education student groups and their activities; costs of printing, supplies, and communication incurred by vocational education personnel in assisting vocational education student groups; costs of vocational student travel under the direction of professional vocational education staff in organization promotion and student instruction; costs of supplies utilized in vocational education student activities.

Not Allowable.—Travel of student members to meetings and conventions for non-instructional participation; costs of newsletters or magazines that are not utilized for instruction; costs of awards for individuals or groups; banquets; recreational activities; personal clothing that becomes the property of the individual.

OTHER NECESSARY CONSIDERATIONS

Be sure to include in Vocational Education legislation:

"The term "vocational education" means vocational, technical, or occupational training or retraining which is provided in public or private secondary or post secondary institutions or classes, at the work site, or under other innovative arrangements (including field, laboratory work, work experience, and remedial or related instruction incident thereto, and activities sponsored by recognized vocational student organizations) under public supervision and control or under contract with a State Board or local education agency and which is designed

(A) to prepare individuals at the secondary or postsecondary level for employment as semi-skilled or skilled workers, as homemakers, technicians, or subprofessionals in recognized occupations and new and emerging occupations, or

(B) to increase the occupational proficiency of individuals, or

(C) to prepare individuals for enrollment in advanced specialized vocational or technical education programs, except those which require a baccalaureate or higher degree; and such includes various supporting services required to maintain and operate effective programs for all persons (including those with special needs), such as professional preparation; inservice education; administration; curriculum development and dissemination of related information; work experience education arrangements; job placement; vocational home economics education (consumer and homemaking education and occupational home economics education); prevocational education in such programs as industrial arts; guidance and counseling; programs for training public-service volunteers; vocational research and demonstration programs; travel of vocational education personnel and students while engaged in a training program; activities of vocational student youth organizations when their activities are an integral part of the vocational instructional program, the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, and the equipping and operating of residential vocational schools."

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION,
Washington, D.C., February 9, 1976.

Hon. CARL D. PERKINS,
Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, House of Representatives, Washington, D.C.

DEAR CONGRESSMAN PERKINS: The National Advisory Council on Vocational Education, at its last meeting, was briefed on, and discussed, the provisions of H.R. 11023, the Elementary and Secondary Career Education Act of 1976. Although the Council did not vote on a formal position with respect to H.R. 11023, it generally approved the approach taken by the bill. My remarks represent an over-all consensus of the Council.

We were pleased to note that, in your explanatory statement on H.R. 11023, you said that one of the factors which prompted you to introduce the bill was to help clarify the distinction between career education and vocational education.

As you stated, the two terms have often been confused, and the government had not helped the situation in the past, when it provided most career education funding through the Vocational Education Act, or when Congress cut funds for vocational curriculum development with the rationale that the needed work was already being done by NIE and others in the name of career education.

The National Advisory Council, in September, 1974, issued its Eighth Report, "A National Policy on Career Education," which attempted to spell out the distinctions between vocational education and career education, and urged separate authority and funding for each. I respectfully request that the Eighth Report be included as a part of the hearing record on H.R. 11023.

The major recommendations of that report are as follows:

That a separate funding system be maintained for career education, and that it be recognized that career education and vocational education are not synonymous.

That federal funds for career education be used by local school systems to pay the differential costs of career education, such as specialized staff to involve community resources and personnel training.

That federal funds be utilized by the states at their discretion, in terms of priorities for initiating and establishing career education in their school systems.

That any new legislation dealing with career education be considered separately from the Vocational Education Act in order to keep clear the distinction between vocational education and career education.

We believe that the provisions of H.R. 11023 are consistent with and supportive of these recommendations.

We also noted in our Report that nearly every state in the nation was experimenting with some form of career education. There has been a tremendous grassroots activity in this area. Most of the states already have appointed career education coordinators. Most state boards of education have passed resolutions supporting career education, and many state legislature have passed statutes recognizing career education as part of the state system. All of this has occurred without a federal law called career education. We believe that the approach of H.R. 11023 is consistent with this grassroots movement, in that it offers federal assistance on a declining scale to integrate career education into the regular state education system.

The Eighth Report also observed that most activities in career education to date have taken place at the lower levels, and we support the emphasis given by H.R. 11023 on programs at the elementary and secondary levels. We note that funds for research and demonstration at the postsecondary and adult levels are still available under authority of Sec. 406 of the Education Amendments of 1974.

While we generally approve the approach taken by the bill, we believe that certain specific provisions should be amended to permit greater flexibility by the states in designing their programs. Since career education is basically a grassroots development, there is a great deal of variance between the states in the design and implementation of their programs, which we believe to be desirable. We recommend that the grade levels specified in Sec. 6(c)(1)(C) be looked upon as guidelines, rather than restrictions. Because of the difference in approach between states, some may find it more useful, for example, to include work experience below grade 11, or to extend exploration beyond grade 10.

We concur with the recommendation of the National Advisory Council on Career Education that the federal funding should not stop abruptly, but should continue for a few years at a lower level, in recognition of the fact that some states are farther along than others in the development of career education. We concur with the recommendation of the Council of Chief State School Officers, that the phrase, "job awareness" in Sec. 2 (Purpose), should be changed to the broader term, "career awareness."

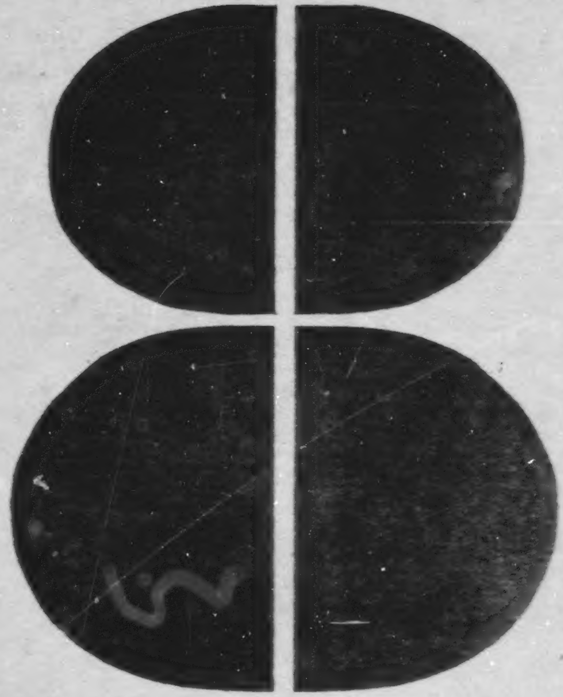
With these minor changes, to permit latitude on the part of the states in their various approaches to implementing career education, we believe that this bill offers a sound and constructive approach to providing federal support for career education.

Sincerely,

DUANE R. LUND, ED. D.,
Acting Chairman.

A NATIONAL POLICY ON CAREER EDUCATION
8th report

THE NATIONAL
ADVISORY COUNCIL
ON VOCATIONAL
EDUCATION
September 1974



The National Advisory Council on Vocational Education was created by the Congress through the Vocational Education Amendments of 1968. Its members, drawn from business, labor, education and the general public are appointed by the President. The Council is charged by law to advise the Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to the Secretary of Health, Education, and Welfare for transmittal to Congress.

Members of
The National Advisory Council on Vocational Education

James Rhodes, Chairman
John Thiele, Vice-Chairman
Martha Bachman
W. Hughes Brockbank
John Bustamante
Frank Cannizzaro
Preston Caruthers
George Cook
Jo Ann Cullen
Marvin Feldman
Salvatore Hoffmann
Caroline Hughes
Louis Levine
Duane Lund
Donald McDowell
Warren Means
Luis Morton
Thomas Pauken
Margo Thornley
David Van Alstyne, Jr.

Executive Director: Calvin Dellefield

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
425 13TH STREET, NORTHWEST • SUITE 412 • WASHINGTON, D.C. 20004 • TELEPHONE (202) 962-0781

JAMES A. RHODES
Chairman

CALVIN DELLEFIELD
Executive Director

September 2, 1974

The Honorable Caspar Weinberger
Secretary
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary;

There has been a great deal of confusion concerning the meaning of career education and the role of vocational education within the career education concept. The National Advisory Council on Vocational Education has refrained from issuing a statement, awaiting the evolution of the career education concept as the states and local school districts begin to implement programs in its name.

The time has now arrived, we believe, for the Council to attempt to clarify the issues. We are pleased to submit this report, which both delineates the distinctions between career education and vocational education and recommends changes in Federal policy to spur further advances in making our schools relevant to the real needs of students.

Sincerely,

James A. Rhodes

James A. Rhodes

MARTHA BACHMAN • W. HUGHES BROCKBANK • JOHN BUSTAMANTE • FRANK CANNIZZARO • PRESTON CARUTHERS • GEORGE COOK • JO ANN CULLEN • MARVIN FELDMAN
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A NATIONAL POLICY ON CAREER EDUCATION

The Eighth Report of

The National Advisory Council on Vocational Education

September 1974

A NATIONAL POLICY ON CAREER EDUCATION

Three years ago, the Commissioner of Education made a courageous appeal for a new sense of purpose in American education. He proposed that we reorder our whole education effort around the new concept which he chose to call "career education."

His call triggered a quiet revolution in American education. The Commissioner said:

> "Education's most serious failing is its self-induced voluntary fragmentation. The strong tendency of education's several parts to separate from one another, to divide the enterprise against itself....
>
> "I propose that the universal goal of American education, starting now, be this: that every young person completing our school program at grade twelve be ready to enter higher education or to enter useful or rewarding employment...."

This appeal has been widely misconstrued by educational policy makers, and thus its far-reaching nature has been misunderstood. "Career education" is NOT simply a new name for what we now call "vocational education." The Commissioner was not saying that our concept of vocational education should be somewhat enlarged and the enlarged concept called "career education." Nor was he saying that new programs in something called "career education" should be developed at the cost of vocational education.

He was saying something much different and much more fundamental. He was saying that the old distinctions which have crippled our educational effort should be forever laid aside and a new unity of purpose be expressed by a new universal term: "career education."

Right now we have a bewildering variety of designations within the educational system, but the principal ones are these:

College preparatory education
Vocational education
General education

These terms have come to suggest choices which need not be made, distinctions which have no meaning, divisions of what is really indivisible, and conflicts where none need exist.

Our thought and our practice about education should at last be integrated. The result of this integration should be called "career education." It would come about when American education emphasizes preparation for work as a prominent and permanent objective of the public schools. We are not appealing for "separate but equal" attention to vocational education in the overall system. We are insisting, rather, that career education is a UNIVERSAL necessity, and requires the integration of ALL our educational resources. Moreover, the concept has been extended to include unpaid work as well as the world of paid employment. The concept has swept the country. There is hardly a state in the nation that is not experimenting with some form of career education. The Commissioner simply verbalized a nearly universal conviction: that American education has drifted away from any sensible intention, and needs--desparately--to be brought back on course. He provided a vital point of focus, and gave a thwarted movement a sense of direction and legitimacy. The consequences--by any measure--have been enormous. But not nearly enough.

There is still a deepening public discontent. Antagonism to the educational establishment is becoming epidemic.

Late last year, the Harris Organization released some updated measures of the people's confidence in the leadership of American institutions. The results were hair-raising. As recently as 1966, sixty-one percent of the people expressed "a great deal of confidence" in education's leadership. Since then, that figure has fallen to an alarming thirty-three percent, and it is still falling.

The reasons for this headlong erosion of confidence seem clear enough on the surface. People want something from the educational establishment that it is not now delivering. The message is unmistakable. If education is to regain the confidence of the people, it must produce results that make sense to people.

We believe that the public wants two things: one very consciously, the other more subconsciously. The public's conscious demand is a demand that education be made relevant to the world of work. What vocational educators have known for years--that America is miseducating a good number of its young people--has, at last, become an article of the conventional wisdom. But the public's sub-conscious demand is another matter altogether. It is a demand that education be made more relevant to the achievement of the good life.

Today, most people are aspiring to examine and experience a range of life's possibilities that has been an option to no more than a tiny handful. We have educated large numbers of people in the liberal arts, but the practical arts and the fine arts have been reserved for a few. That must now change. The education of isolated, specialized elites is a thing of the past. A new mass aristocracy is demanding preparation for participation in the larger human experience, and educators must provide it. The need, clearly, is for the prompt integration of our fractured system of education around the concept of career education. And the people know it.

Encouraged only by official rhetoric and some largely symbolic Federal action, local communities are responding to the obvious need for reform with remarkable imagination and determination. The grass roots activities in this area have overwhelmed educational policymakers at the state and federal levels as no other movement in the history of American education. They are doing it largely with vocational education money, but unfortunately, too often at the cost of vocational education's own needs.

In the last three years close to a third of all school districts in America have initiated career educational efforts. Over thirty-five state departments of education have appointed career education coordinators. At least twenty state boards of education have passed resolutions supporting career education. All this occurred without a federal law called career education.

Clearly, the career education movement has powerful momentum. But it has been, so far, largely a state and local movement. It has the support of a dramatically inclusive cross-section of the country: business and labor, rich and poor, black and white, urban and rural. The opposition is coming, predictably, from a few educational elitists. But their response is largely hysterical, and based on an irrational fear that the demand is to fire the philosophers and expand the machine shops. Other critics refuse to recognize that the diversity of definitions about career education is, in fact, a positive force that encourages a variety of responses, reflecting more accurately local needs.

Still other barriers need to be overcome. Most activities in career education to date have taken place at the elementary school. Little has happened at the high school or community college or university level.
Career education, as so many other parts of American education, has overpromised and under-delivered. Special groups such as the economically disadvantaged, minorities, the mentally and physically handicapped and

the gifted and talented, have not benefited. Nor has career education dealt with the serious problem of occupational sex stereotyping, that restricts freedom of occupational choice. These sobering facts must be faced.

In such circumstances, what is the appropriate federal response? We do not believe the federal government should try to "direct" the mushrooming career education movement. It should try, simply, to reinforce and accelerate what is already happening. The simplest method is probably the best.

The principal barrier to the rapid conversion of education to a career orientation is simply this: it costs a little more than general education. The reasons for this differential are well known. A career program requires more and better counseling, and more "real-world" equipment. The world of work is a capital, intensive world, and, to some extent, career programs must simulate these expensive atmospheres. Career education requires specialized staff to involve community resources and to create new service units for job placement and follow-up of all school leavers. There is need for training programs for teachers and supervisors, for new instructional materials and for the creation of "work experience" stations in industry and the schools.

What better way for the federal government to accelerate career education than to subsidize its differential cost? The present wholesome diversity of response would not be compromised, but an urgent national purpose would be served.

We need, desperately, a kindergarten through university career system serving people of all ages, children and adults in all settings, and surely there is no quicker, practical way to move toward it.

Next year, the Vocational Education Act of 1968 must be reconsidered by Congress. We would hope the Congress considers full funding of this legislation, since there is no question that our nation's concern with career education has greatly increased the demand for more opportunities in vocational education, particularly at the post-secondary level.

The Education Amendments of 1974, which established an Office of Career Education and separate funding authorization to support the planning, development, and assessment of career education programs, is a good beginning. It should be the basis upon which future legislative initiatives will be based, which will further define the thrust and purpose of career education, and refine the interaction between it and the various other components of the educational spectrum. Future legislation must provide the incentive and support needed to achieve a totally integrated educational system.

Congress, we believe, will be ready for new initiatives in this field. They will hear about it at home—from educators, from their business constituencies, and from puzzled parents. Not since the Morrill Act of 1862 has there been a proposal for educational reform that has such support from both the business and industry community, and from the public schools. We believe there will be very little Congressional opposition to a sensible support program for career education. It offers an unusual opportunity to deliver an optimum program.

The National Advisory Council on Vocational Education proposes the following recommendations for developing a national policy on career education:

1. That the Department of Health, Education and Welfare, in initiating new legislative proposals, maintain a separate funding system for career education. This recommendation was previously made by the National Advisory Council on Vocational Education in testimony before the Senate Appropriations Subcommittee on Labor-HEW on July 14, 1974.

2. That policymakers and legislators recognize that career education and vocational education are not synonymous. The curriculum development being done in the name of career education, which is

largely concerned with orientation into the work ethic at the elementary and secondary levels for students not in vocational programs, does not meet the needs of vocational education curriculum, which deals with teaching specific occupational skills.

3. That federal funds for career education be used by local school systems to pay only the differential costs of career education as compared with the costs of conducting established educational programs currently offered by the schools.

4. That federal career education funds be utilized by the states and other appropriate jurisdictions at their discretion, in terms of priorities for initiating and establishing career education in their school systems.

5. That the Office of Career Education, reporting directly to the Commissioner of Education, be promptly established for the purpose of coordinating the management of funds, program implementation, research, professional development, and other career education activities of the Office of Education, the National Institute of Education, the National Institutes of Health, and other components of the Department of Health, Education, and Welfare, and for publishing special reports dealing with successful career education developments, practices and innovations.

6. That not less than $15 million be appropriated annually for FY 1975-76 for career education as authorized by the Education Amendments of 1974.

7. That any new legislation dealing with career education be considered separately from the Vocational Education Act in order to keep clear the distinction between vocational education and career education.

8. That in implementing career education, educators and administrators at all levels design and utilize their programs in a comprehensive, integrated manner which will accommodate the life-long educational needs of all our people. Our institutions must be flexible enough to permit career exploration, without foreclosing opportunities for higher education.

In making these minimum recommendations for a new national policy on career education, the National Advisory Council on Vocational Education has taken into account the recommendations of the State Advisory Councils on Vocational Education, as well as testimony taken during its five public hearings held during 1973-74 in Washington, D.C., Pittsburgh, Atlanta, Houston and Los Angeles.

Finally, we recognize that vocational education must bear a heavy burden in the advancement of career education. Vocational education now exists to educate people to appreciate, practice, and extend all of the arts of career education. Without vocational education as an integral part of career education, people can neither participate in culture, nor share in its rewards; nor can they develop any sense of the excitement of the human enterprise.

What we most need now is ACTION. We have provided an unmistakable sense of direction. We now need a united, cohesive effort to make career education, in which all the arts of education are integrated, a universal reality, and we need it now.

Frankly, we are getting tired of the endless talk of change. We are tired of all the studies that simply restate the need for change. We are getting tired of exhortations to change. We must stop talking about change and start changing. We must come to understand the processes which permit us to resist the kind of changes we know are absolutely essential. We must somehow repeal irrelevance in American education. We believe the concept of career education will move us toward that urgent enterprise.

Dr. LUND. Let me review very quickly our council's activities at this time. We have been, are still involved with Project Baseline. We feel that this past year, the fourth year of that project, has been more worthwhile than the previous 3 years put together. It has given us a good, solid national data collection system. It is a long ways from being perfected, but hopefully this next year of baseline that we are going to be entering into, or we are into right now, will be even more helpful as a basis for a national data collection system.

The National Council has worked very closely with that.

We still have ongoing public information projects through radio and television commercials, sponsored by State councils and our National Council.

School and work projects are being phased out, which you are familiar with are being phased out as far as we are concerned, but being phased in as far as many States are concerned, and getting the schools to accept the responsibility for getting employment, getting jobs for their graduates.

It is logical that if we are going to have vocational education, at any level, postsecondary or secondary, we have a commitment for employment for those kids.

We are working closely with the CETA people in terms of how the Congress has said that we should work together in certain areas. We are doing this. There has been a lot of misunderstanding historically between educators and CETA people.

We have had a number of conferences in that process. We had some a year ago, a national conference between educators nationally and the CETA leadership, and we see some progress here in working together.

We are working with the National Academy in terms of a review of the R. & D. effort of vocational education for the past 10 years. This covers parts C, D, and I of your legislation, and we think that we are going to have some very helpful suggestions in that regard.

The Academy is working with the Council which may encourage the funding of that by the Office of Education, and I have been the liaison person between the Academy and the National Council working with this research project.

I want to tell you about a very exciting thing. The Council along with the State councils is sponsoring a national bicentennial conference on vocational education, which will be held in October.

This conference, I think, will be a landmark in vocational education and all of education. It is going to be held in Minneapolis because it was Minnesota's turn to have the joint conference.

Since it is being held in Minnesota, the councils have invited your colleague, Congressman Quie, to be the honorary chairman. It seems that this is destined to be successful because it is going to bring together some of the finest minds in and out of education to focus on vocational education, and what will be going on in the future. Not the history of the bicentennial, but where vocational education is going from here.

It will have a strong futuristic emphasis. It will be mind stretching in nature. It will be problem raising, more than problem solving. It will have to do with planning vocational education in the years to come. We are excited about the potential of that conference.

Following that conference, the National Advisory Council will have a report on the conference, the findings of the conference, and we will publish the papers presented and prepared for the conference, which will be at least 15 in number. Again, these are the best minds that we can find in and out of education.

Thank you, Mr. Chairman. I will now refer to your former colleague, and my colleague, Congressman Pucinski.

Chairman PERKINS. Thank you very much for an interesting statement.

STATEMENT OF HON. ROMAN C. PUCINSKI, NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mr. PUCINSKI. I would like to introduce to the committee our new Executive Director, Mr. Reginald Petty, who has been with the Council for a number of years, and recently was elected unanimously, by the National Advisory Council as its Executive Director.

He is doing an outstanding job, and I think that Duane would agree on that.

Mr. Chairman, again, thank you for the opportunity to present the views of the National Advisory Council on Vocational Education on the extension of the Vocational Education Act, Public Law 90–576.

As we have stated before, we believe that the Vocational Education Act of 1963, as amended by the 1968 amendments, is an exemplary piece of legislation. In considering extension and revision, the Council recommends that the basic purpose and format of the act be retained.

Chairman PERKINS. I agree with you wholeheartedly on that.

Mr. PUCINSKI. It would be a great big mistake, at this time, to try to restructure a program which is finally broken in and working well. There have been some problems in some states, but for the most part the programs are achieving results undreamed of a few short years ago.

As I stated last year before this subcommittee, there is not a piece of legislation passed that has not developed some soft spots in its implementation. But I also stated that little revision is needed in the present law if it is fully implemented properly administered, and adequately funded.

Now, Mr. Chairman, I have said all over this country that we are going to a $2 trillion economy by the end of this decade, by 1980. Actually, I think that I am a little off, and I think that we may reach that before 1980.

I fully expect that by the end of 1976, we will have a gross national product of $1,650 million, which means that we will achieve this staggering sum of $2 trillion before 1980.

This $2 trillion of goods and services is going to place a great, great responsibility on the vocational education community. The studies show that by 1985, which is some 9 years from now, this Nation will have to train 17 million Americans for new jobs that will be created in this tremendous economic expansion for America.

We are going to have to train, or retrain another 45 million Americans to take the place of those people who are retiring, dying, and leaving the labor field. So, you can see here that we have a challenge of 62 million people who will have to be trained in this country to take their place in this enormous economic growth.

Mr. Chairman, may I remind the committee of why the 1968 amendments were amended. If you will recall, throughout the decade of the 1960's, we had almost 10 years of uninterrupted economic growth. We had an unemployment rate of 2.3 percent in 1968. It was out of this figure that came this great need for workers, and the amendments of 1968.

Now, as you look down range in the immediate years ahead, as we surge to a $2 trillion economy, you can see the enormous responsibility that will be placed on the vocational education community. That is why we are strongly urging that we retain this basic law that has been passed in 1963, amended in 1968, because we have a pretty good idea of what we are doing, where we are going, and it is working well.

You have 13.5 million young Americans attending vocational education programs in this country today, which is a phenomenal growth. For that reason, we feel very strongly that the temptation to tinker with this legislation, and come in with broad changes, would not be in the national interest.

We feel that whatever changes are needed ought to be made within the framework of the existing law. The procedures in the law for State planning are working well. State boards and administrators have learned to use these procedures constructively. No other segment of education today is as well planned as vocational education.

The evaluation process provided through the State advisory councils on vocational education is very unique. It is there, and it is working. We have 50 States and territories that have advisory councils.

I was in the Virgin Islands a few weeks ago, and I saw the enthusiasm with which the advisory council there is providing new leadership in vocational education.

No other program is as thoroughly scrutinized as the vocational education program by the State advisory councils. The State advisory councils now have several years of experience behind them, and are becoming increasingly sophisticated in their operations. They have survived their growing pains, and they are now very professional in their approach in helping develop State plans that meet the needs of the States.

The reports of the State advisory council which we have on file indicate that exciting things are happening in the vocational education across the country as a result of this act. Major changes in the act would require a longer period to readjust and tool up again, just at the time that these programs are coming into their own and gaining increased momentum.

I can tell you, Mr. Chairman, as a former member of this committee, and as one who had an opportunity to travel extensively as a member of the National Advisory Council, I am really excited about the things that are happening all over this country in vocational education, new, daring, exciting, and imaginative things. This is all part of the 1963–68 amendments.

Excellent examples of the success of programs under the Vocational Education Act are provided in "A Report to the Nation on Vocational Education," an analysis of the 4-year Project Baseline study, prepared by Dr. Mary L. Ellis, president of Ellis Associates, Inc. The report is dated November, 1975.

Mr. Chairman, I would strongly recommend that the committee consider making this report part of your official record, or perhaps a part of these hearings. Dr. Ellis did a really outstanding job in analyzing where we are today. The figures of Project Baseline were compiled at the request of Congress. I think that you will find this very useful.

Chairman PERKINS. I can assure you that the committee will make good use of it.

Mr. PUCINSKI. In 1968, Congress clearly anticipated that the enactment of the vocational education amendments would result in expanded programs at all levels. By 1974, according to Dr. Ellis' report, 2,542 area vocational schools and 1,756 community colleges and technical institutes offered a growing variety of vocational education programs.

Perhaps I might say that one of the most exciting things that are happening in this country, is the area vocational centers, which we funded in 1968, and the junior colleges. Triton College, just outside of Chicago, has a series of courses and a course catalogue that looks like the Sears and Roebuck catalogue. They have some 780 different courses that they are offering there, and all very sophisticated courses in vocational education.

During the period 1971 to 1974, vocational enrollments increased from approximately 10.5 million to over 13.5 million. In 1971, there were 50.19 persons enrolled in vocational education for every 1,000 in the population. In 1974, this had risen to 62.97 persons for every 1,000 in the population. Secondary enrollments increased 29.3 percent during this period; poststcondary enrollments increased nearly 43 percent; adult enrollments nearly 23 percent.

So, you can see, Mr. Chairman, the enormous return the American people are getting on their investment in vocational education. No segment of our educational community is growing faster than vocational education.

The Federal funds provided under the act have stimulated investment of State and local dollars. During 1974, State and local expenditures overmatched Federal dollars $5.43 to $1.00. The funding partnership between the States and the Federal Government has exceeded even our wildest expectations.

The experience suggests that if Federal funds were expanded more State and local funds would be made available for vocational education. The track record now is 5 to 1. The States are now spending better than $5 for every $1 of Federal funding. We strongly urge that we fully fund the vocational education program, because the States will come in with even greater amounts of money to meet the needs of this enormously expanding economy.

Program completion and job placement have both been high under the Vocational Education Act. The completions in 1974 of 2,111,032 exceeded the 1971 completions of 1,493,347 by more than 41 percent.

Placements in 1974, both related and unrelated to field of training, exceeded the 1971 placements by 48.8 percent. It is almost a 50-percent growth, Mr. Chairman, and I think that this is a spectacular record in American education.

Now, in 1970, 70 percent of vocational education students, available for placement, found jobs—I don't think that any other segment of the American educational community can show that kind of a track record—and in 1974, 90 percent.

The enormous success of the Vocational Education Act indicates that the legislation should be extended, with minor revisions where needed, but without major changes in the purpose and structure of the Act.

The National Advisory Council on Vocational Education believes that tighter planning, evaluation, and coordination among vocational programs and other manpower training efforts are desirable and can be achieved within the context of the 1968 amendments by tightening State planning requirements.

In our earlier testimony, we made the following recommendations:

Planning and evaluation—The State plan forces State officials to analyze needs, establish priorities, and allocate scarce resources. We think that the State plan, Mr. Chairman, required by the 1968 amendments, has been one of the major factors in showing us a blueprint for future growth. If it is to be fully effective, evaluation on a continuing basis must be a part of the process. The State planning process, and evaluation, should be strengthened. We recommend that reasonable sums of part B funds be set aside specifically for needs assessment and planning, and that additional funds be provided State advisory councils for their evaluations.

Administration—We recommend that Federal funds for State administration of vocational programs be on a matching basis. Specifically, we suggested that it might be equitable to allow 5 percent straight Federal funds, but to permit up to 15 percent provided that any amount over 5 percent be matched by State funds.

On State advisory councils, we recommend that the existing language of the law be strengthened to specifically spell out the indepedence of State advisory councils. The problem that Dr. Lund referred to as being met by the national council is a problem similarly being experienced by State advisory councils.

Many of the State advisory councils' funds are being controlled by the State Comptroller, and there is some question as to precisely what State advisory councils can do. In the 1968 amendments, we spell out very clearly, but Comptrollers are making decisions over and above the act.

We would like to see Congress more precisely spell out the indepedence of State advisory councils.

On data collection, we recommend that Congress direct the National Center for Educational Statistics to develop a common set of definitions and a common data system for reporting all federally funded vocational programs. This should be done with the cooperation of Project Baseline, and groups such as North Carolina State University, which is involved in the study of data prioritization.

Research—In our previous testimony, we stated that part C and other categories were expressly designed to meet special national concerns which had not been adequately dealt with by the States. We urge that part C research programs be retained in the U.S. Office of Education, as presently provided under the act.

Because of this arrangement, vocational education research is strongly program-related, and the sharing of research funds with the States has resulted in many useful projects with both local and national impact.

Curriculum development—We stressed in our earlier testimony that the curriculum development needs of vocational educational are concerned with specific job skills, especially in emerging new fields such as allied health professions and environmental technology.

Other curriculum development projects, dealing generally with career orientation, do not meet vocational education needs. For this reason, we recommend that vocational education curriculum development be retained as a separate category, with distinct identity and increasing funding.

I might say, Mr. Chairman, I congratulate you for your initiative in bringing forth the career educational programs. I agree with you, by having this put in the bill, we have been able to draw the distinction between career education and vocational education.

There is no question in my mind that career education is basically an exploration process, and that vocational education is a delivery system. Once you have aroused the curiosity and desire of Americans to follow certain careers by drawing up the separation as you have, you have put in sharper perspective these two educational programs.

Dr. Lund has spoken earlier, I believe, of trying to develop a network for exchange of curriculum. I feel very strongly, and I was very disappointed, I made it clear to this committee, that last year part I only got $1 million.

We placed great hopes in part I, in 1968, and I continue to have that hope in part I as we surge to this $2 trillion economy that I talked about earlier.

As we see these newly emerging careers, trades, and skills being developed to meet the changing needs of American industry, curriculum dvelopment becomes the core of successful vocational education. If we do not develop curriculums in these newly emerging fields, vocational education will not be able to provide the kinds of manpower and womanpower that we need in this growing economy.

For that reason, I do not hope that the committee will put a very special emphasis on curriculum development. There was some confusion in Congress, in 1974 and 1975, as to whether or not funds for curriculum, earmarked for career education were the same as part I.

They are not. There is no vocational curriculum development in the $10 million that was set aside for career curriculum development. I do hope that this point will be made clear to the committee.

MAINTENANCE OF EXISTING PROGRAMS

We recommend that new legislation emphasize congressional intent that Federal funds are to be used primarily for expansion and new programs, but it should not totally forbid maintenance of existing programs.

We suggest that whenever a State uses more than 30 percent of Federal funds for maintaining existing programs, it must justify its decision in the State plan.

POSTSECONDARY VOCATIONAL EDUCATION

We do not approve of proposals that would separate vocational funding into two blocks. The distribution of funds between secondary and postsecondary programs should find its own level within each State.

The distribution of these funds should be based on a needs assessment and effective planning. We recommend that the current 15-percent set-aside for postsecondary programs should be increased to a minimum of 25 percent, which reflects the current national average.

Similarly, a 25-percent floor for secondary programs should be established, so that possible enthusiasm for postsecondary programs would not totally eliminate secondary programs in any State.

It is clear that postsecondary vocational programs are expanding. We believe that this is desirable when done on a planned basis. Our recommendation would permit funds for postsecondary programs to be set anywhere between 25 and 75 percent within each State, according to State needs.

SOLE STATE AGENCY

We recommend that the sole State agency concept be retained. We believe that vocational education funds should be administered on the basis of purposes, which extends across various segments of the educational community, rather than on the basis of grade levels or institutional structure.

The council is opposed to the mandatory composition of a State board of vocational education as proposed in Senate bill 2657, and believes that the present language of the act should be retained.

We recognize that the purpose of S. 2657 was to provide greater involvement by postsecondary institutions and the private sector in the planning process, and we support that intent.

We believe, however, this intent can be, and presently is being achieved through representation of these interests on the State advisory councils, and through implementation within each State of the procedures defined in sections 122(a) and 123(a)(6) of the act.

We understand that the Senate Education Subcommittee has changed its initial proposal, and that a compromise is being drafted which would establish a broadly representative planning board to develop State plan recommendations for submission to the State board.

I suggest, Mr. Chairman, that such a board would add another layer of bureaucracy, and cause growing confusion rather than increased efficiency.

Congress should consider carefully whether such a board would duplicate the functions of 1202 commissions, and whether the desired input and coordination cannot be achieved through existing State boards and councils.

JOB PLACEMENT

Job placement must be an integral part of the vocational education. The 1972 education amendments require the U.S. Commissioner of Education to promote and encourage placement as part of the regular school program.

We urge that similar language be added to the Vocational Education Act, and that each State's efforts in this area be addressed in the State plan. All such programs should be developed in cooperation with the U.S. Employment Service.

URBAN VOCATIONAL EDUCATION

We called attention in our earlier testimony to the problems faced by urban school districts and recommended that Congress enact a special program of crash funding of vocational education in urban areas, without reducing funds going to rural and suburban communities.

Mr. Chairman, as we go to this enormous economic growth that we see ahead, the greatest single problem in vocational education will be in urban areas. I strongly urge that you consider a special funding program for those areas where we find unemployment today, which in some of our urban communities is as high as 50 percent simply because of lack of skills.

For that reason, we strongly urge that your committee consider that.

CETA

We believe the State plan for vocational education can be an aid in fostering cooperation between vocational education and manpower programs. We recommend that the State plan address, in detail, efforts of coordination with CETA prime sponsors and State manpower councils, their successes and failures and the reasons therefor.

NEW PROGRAMS AND TECHNIQUES

New legislation should encourage the use of funds for development of accelerated courses, after-hours and weekend use of facilities, greater cooperative and work-study programs, and updating of obsolete courses. It should also encourage outreach programs to locate dropouts and the unemployed who need training and retraining. All of this must be done will full coordination of CETA to prevent duplication.

SEX DISCRIMINATION

Technical assistance should be provided by the U.S. Office of Education to State directors of vocational education to eliminate sex stereotyping. The State plan should explain in detail the affirmative action taken by the State to end sex discrimination in vocational education, and the results of such action.

CAREER EDUCATION

I commend, as I have previously, the chairman for his leadership in introducing H.R. 11023, the Career Education Act of 1976.

He states that the bill was introduced, in part, to clarify the distinction between career education and vocational education. The National Advisory Council has consistently urged that separate authorization and funding be maintained for career education and vocational education. We fully support the career education efforts, and see career education as the facilitator which will help bring about the integration and cooperation required for a more effective educational system. Career education is not a substitute for vocational education. Vocational education is the delivery system to provide the skill training which must be an integral pillar in the career education concept.

As the career education movement expands, it will create new demands for quality vocational education. The Vocational Education Act provides the means for meeting that demand, and should be extended and strengthened.

As the career education movement expands, it will create new demands for quality vocational education. The Vocational Education Act provides the means for meeting that demand, and should be extended and strengthened.

This is one point, Mr. Chairman, that I believe we ought to make very strongly. We believe that the whole concept of career education is very important, very desirable. We have looked at the manner in which Americans choose their careers, and their vocations, in many instances, it is a very haphazard process.

So it seems to me that career education is a strong, good solid move. I want to particularly commend you for your funding formula. I am not too sure, but I think that it is the first time that I have seen this approach in legislation, and it shows enormous imagination that you have put into your legislation.

The idea of requesting funding starting out with $100 million the first year, and going down to $25 million, I believe in the last year, is a sound principle. I agree with what you said, if a program is good, the States will pick it up and fund it. If it is not good, they will quietly bury it.

I think that it is a unique approach to Federal legislation, but one that I think is most deserving of the highest commendation. I congratulate you for your imagination.

The fact is clear, though, as we move forward to economic growth, as career education takes hold in this country, vocational education, the historical delivery system for preparing Americans for the world of work, will take on new dimensions and new needs.

I ask this committee, on behalf of the National Advisory Council, to be bold and daring in your appropriations and your authorizations, because it seems to me, as I move through this country, that the American people have now taken on a whole new dimension with respect to vocational education.

More and more Americans are saying, if American educational system is to survive, vocational education will make it possible. Today, in more and more communities, even college-bound students are saying: "We want to have some exposure to vocational education."

I could argue very effectively that if anybody needs vocational preparation, it is the college-bound students, and this is for two reasons:

One: Very few students today can afford to pay their tuition from their family resources. Almost all of them, or 95 percent of the college students today, have to supplement their family contribution to education through private employment. It makes a lot of sense to me that a college student have some vocational education to get a better paying job, so that that student can have more time for his studies in college, than simply taking the rate scale job simply because he had no vocational training.

Two: More importantly, Mr. Chairman, while it is true that 55 percent of the students in this country go on to college, only 20 percent complete their course. Perhaps, the most serious single problem in America is the college dropout, who is totally unprepared for the world of work.

So I hope that once and for all we will strike from our concept the idea that we have vocational education for the noncollege-bound students. They both need the vocational education. The 45 percent that do not go on to college deserve vocational education either at the secondary level, or the postsecondary level.

So, you can see, Mr. Chairman, that the job of this committee in structuring a vocational education program that will meet the needs of Americans continues to be a serious one. You did a great job in 1963, when you recognized that. You did a great job in 1958 with the 1968 amendments.

I hope that we will not now "throw the baby away with the bath water" by rearranging the whole program. This program is working. It is working better than anybody expected in 1968. For that reason, I strongly urge that we not tinker with it too seriously.

Mr. PUCINSKI. That is all.

Chairman PERKINS. We will withhold the questioning until you get through with your panel.

Let me put a question to you, Mr. Pucinski. Why does the National Advisory Council advise that no more than 30 percent of the States Federal grant ought to be used for maintaining existing programs without a special justification?

Mr. PUCINSKI. Because, when you consider the Federal contribution to vocational education in its entirety, as I said earlier, the States are spending more than $5 for every $1 of Federal money.

The Federal money is intended primarily for expansion of existing programs and for new programs, the kind of new and innovative programing that very frequently States cannot find in their own resources.

Now, there is not a State agency in America that is not in serious trouble today in trying to maintain their educational system. We feel that if you were to allow more than 30 percent—now we say, in our statement, that if they need more than 30 percent, we do not want to stop them, but they will have to explain in their plan why they need it.

We feel, though, that permitting more than 30 percent would to some degree, or perhaps to a great degree, forestall new programs.

Now, one of the things that we are going to have to try and get vocational educators to understand, Mr. Chairman, is that in the more sophisticated career and job needs, you may have classes of 12 and 10, or 9 students——

Chairman PERKINS. What worries me, I know that you make an exception if there is a special justification made, and you provide for it, but you have so many local governments that are now overtaxed.

You have so many dilapidated communities in existence in this country, where the revenues, in my judgment, just would not bear that extra burden to be dropped down to 30 percent for existing, ongoing programs.

For instance, the disadvantaged in east Kentucky, many of the communities, the local communities would not be able to come forth with that money.

Mr. PUCINSKI. We say that if they need more than 30 percent, they can get it.

Mr. PERKINS. That is one of the real problems that we have.

I think that your testimony is truly sound in most instances, but still the formula should be flexible enough to take care of situations we have where we will not stop ongoing programs that have really proved their worth.

If the regulations were to come out with the communities having to come up with 70 percent or 50 percent, they would work some undue hardships on some communities. That is one of the big problems that we have to resolve, and I want to thank you for raising that issue, because I think you, and the National Advisory Council, have been most helpful to the committee in that connection.

Mr. PUCINSKI. The beauty of the State advisory council, they are right there. They are indigenous people. They widely represent the State needs, and they share in the development of the State plan.

Now, obviously, if the State needs more than 30 percent, the advisory council is right there to run interference for them. If the State administrator can make his case with the State advisory council, my guess is that they will justify and they will spell out in their State plan why they are spending more than 30 percent.

We do not recommend, though, the firm, absolute 30 percent ceiling be placed on there. Thirty percent is a guidepost, if you need more, use more, but spell out in your State plan why you cannot do it with local funding.

Chairman PERKINS. Let me thank you for your appearance. You have been most helpful to the committee. We want to welcome you back again.

Our next witness is Dr. Patrick J. McDonough of the American Personnel and Guidance Association.

STATEMENT OF DR. PATRICK J. McDONOUGH, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Dr. McDONOUGH. Good morning, Mr. Chairman. I am pleased to be here this morning, representing the views of the 41,000 members of the guidance and counseling profession, at these very important hearings on vocational education.

My role here this morning is to summarize our association's recommendations on vocational education, already provided to you through testimony by APGA witnesses and through my personal correspondence with your offices and staff.

For a complete treatment of our views, I refer you to the testimony of Dr. Edwin L. Herr, Dr. Norman C. Gysbers, and Mrs. Betty Knox given before this subcommittee on Thursday, April 10, 1975, and to specific recommendations given to staff dated September 10, 1975.

Mr. Chairman, in the interest of economy and your time, I will ask that my statement be made part of the record.

Chairman **Perkins**. Without objection, your statement will be inserted in the record.

[Prepared statement of Dr. Patrick J. McDonough follows:]

PREPARED STATEMENT OF DR. PATRICK J. McDONOUGH, ASSISTANT TO THE EXECUTIVE VICE PRESIDENT AND DIRECTOR OF PROFESSIONAL AND GOVERNMENTAL AFFAIRS

Mr. Chairman and members of the Subcommittee on Eelementary, Secondary and Vocational Education. I am Patrick J. McDonough. Assistant to the Executive Vice President and Director of Professional and Governmental Affairs, of the American Personnel and Guidance Association.

I am pleased to be here this morning representing the views of the 41,000 members of the guidance and counseling profession on these very important hearings on vocational education.

My role here this morning is to summarize this association's recommendations on vocational education already conveyed to you through previous testimony by APGA witnesses and through my personal correspondence to your office and staff. For a complete treatment of our views. I refer you to the testimony of Dr. Edwin L. Herr, Dr. Norman C. Gysbers and Mrs. Betty Knox given before this subcommittee on Thursday, April 10, 1975, and to specific recommendations given to staff dated September 10, 1975.

GENERAL RECOMMENDATIONS

This association recommends that:

1. Any revised or modified vocational education program must have a strong and viable vocational guidance and counseling component running throughout the various titles and sections of the new vocational education act. Such a component or components should have adequate authorizations and provide for trained professional guidance staff or means to obtain such.

2. Current provisions for vocational guidance and counseling in existing legislation are inadequate. And further, if this nation wishes to begin to solve its massive unemployment and economic problems, it will need to provide funds and programs to suitably guide, direct and counsel in-school and out-of-school youth into vocations and jobs which are useful, productive and satisfying, and have a future. Vocational guidance and counseling offers the hope for accomplishing this end.

3. Vocational education legislation, newly revised, upgraded and revamped, is needed now—an extension of what was does not help the employment and economic problems of what is or will be.

SPECIFIC RECOMMENDATIONS

1. Set aside not less than 15% of each state's allocation in vocational guidance programs. Such programs should include the following elements:

A. Training and retraining of guidance personnel in vocational guidance skills.

B. Research and development (needs assessment, evaluation, demonstration of exemplary counseling and guidance programs).

C. Equipment and facilities for counseling and guidance programs.

D. Program development and installation (including components of career awareness, exploration, guidance, placement and follow-up).

E. Staffing or certified guidance personnel.

2. Rewrite and include EPDA Part F on training of vocational education personnel with specific provisions for training and retraining of vocational guidance and counseling personnel.

3. Rewrite sections of the former Part A referring to national and state advisory councils to provide for the membership of at least one (1) guidance professional on the National Advisory Council for Vocational Education and at

least one guidance professional for each of the state advisory councils on vocational education.

4. In that part of the Vocational Education Act where funds and programs are allocated to research and training (former Part C), add language to provide not less than 10% of such funds so allocated be reserved for research and training in vocational guidance and counseling.

5. In that part of the Vocational Education Act where funds and programs are allocated to exemplary programs and projects (former Part D) add language to provide not less than 10% of such funds so allocated be reserved for innovative and exemplary projects in vocational guidance and counseling.

6. Rewrite the pertinent sections and parts of the law (particularly Part B) in such a manner that state and federal offices responsible for the administration of vocational education funds under this act be required to have at least a section in each office responsible for the coordination and supervision of vocational guidance and counseling programs and require that the personnel in that section possess certification as guidance professionals.

Mr. Chairman and distinguished members of the subcommittee, I thank you for this opportunity to summarize the American Personnel and Guidance Association's ideas on vocational education. I would be pleased to answer any questions you have on these recommendations or provide supplementary information, as a follow-up to this hearing, to assist you in your deliberations.

Dr. McDONOUGH. I would like to summarize some very specific recommendations:

One: Any revised or modified vocational education program must have a strong and viable vocational guidance and counseling component running throughout the various titles and sections of the new Vocational Education Act. Such a component or components should have adequate authorizations and provide for trained professional guidance staff or means to obtain such.

Two: Current provisions for vocational guidance and counseling in existing legislation are inadequate. And further, if this Nation wishes to begin to solve its massive unemployment and economic problems, it will need to provide funds and programs to suitably guide, direct, and counsel in-school and out-of-school youth into vocations and jobs that are useful, productive and satisfying, and have a future. Vocational guidance and counseling offers the hope for accomplishment of this end.

Three: Vocational education legislation, newly revised, upgraded and revamped, is needed now. An extension of what was does not help the employment and economic problems of what is, or will be.

My specific recommendations, Mr. Chairman, are outlined on pages 2, 3, and 4 of my testimony. I would like to say that the first one is probably the most important, and the others relate to training.

The dimensions of our previous statements that I would like to emphasize are:

I would like to say that we should set aside at least 15 percent of each State's allocation to vocational guidance programs. Such programs should include the following elements:

One: Training and retraining of guidance personnel in vocational guidance skills. Mr. Chairman, under the current Vocatioanl Education Act, the only place the word "guidance" appears is as part of the definition of vocational education. That was through the generosity of this chairman and the previous subcommittee chairman that this even got into the definition, and this is in a very minor way that vocational guidance is represented in this existing legislation.

Two: Research and development, equipment and facilities, and program development and installation, and staffing of certified guidance personnel. These are the things that we need in the States with the State's allocation to vocational education.

I talked, in my second recommendation, about revising EPDA part F to include vocational guidance training. In part A, I talk about inclusion of States and national advisory councils, that a guidance and counseling representative should be included on these.

It is important to me that in the testimony just given, not one single word was mentioned about vocational guidance and counseling, even though in the sixth and eighth reports, both of these things were key recommendations. These are the sixth and eight report of the National Advisory Council.

Also, in the GAO report, the need for vocational counseling was specifically recommended as an important part of vocational education.

I think that representation at both the National Advisory Council and the State Advisory Council is important, and I want to see that representation coming through legislation.

In that part of vocational education, where funds and programs are allocated for research and training, the language to provide not less than 10 percent of such funds be reserved for training of vocational guidance and counseling.

In that part of the Vocational Education Act where funds and programs are allocated to exemplary programs and projects, add language to provide not less than 10 percent of such funds so allocated be reserved for innovative and exemplary projects in vocational guidance and counseling.

Finally, Mr. Chairman, rewrite the pertinent sections and parts of the law, particularly part B, in such a manner that State and Federal offices responsible for the administration of vocational education funds under this act be required to have at least a section in each office responsible for the coordination and supervision of vocational guidance and counseling programs, and require that the personnel in that section possess certification as guidance professionals.

Mr. Chairman, I want to thank you for your indulgence this morning. I would also like to thank you for all the previous considerations that you have given to the American Personnel and Guidance Association.

I know that we have always been listened to with kindness and regard, and we thank you, of course, for having introduced our bill and yours, H.R. 3270, with the cosponsorship of Mr. Quie and others.

Chairman PERKINS. Thank you very much.

Mr. Quie will be here a little later, but Mr. Radcliffe is representing Mr. Quie now, and I will now call upon Mr. Radcliffe for his questions.

Mr. RADCLIFFE. Mr. Chairman, I don't think that I have any questions. I have your bill and the statement that Mr. Quie and the chairman put in the record regarding it, and now your testimony which is very explicit.

Mr. Quie usually has both feet on the ground, but this morning he is up in the air someplace, Mr. Chairman, between Minnesota and Washington. He could not be here.

Thank you.

Chairman **Perkins**. Let me compliment you, Dr. McDonough, and the American Personnel and Guidance Association, which has always been very helpful to our committee with its contributions to education in this country.

Dr. McDonough, I would like to ask you just how you arrive at this figure of 15 percent to be set aside for guidance and counseling.

Dr. **McDonough**. I believe that in our September 10, 1975, testimony, previously given, Mr. Chairman, we pointed out how that was arrived at.

We have quoted the literature, and our witnesses have done this before in figuring out the personnel cost, the training cost, and a programmatic cost. This goes together in terms of the total cost for vocational education, and in arriving at the vocational guidance components of that figure.

This was previously mentioned in our testimony. I would like to say that all of the literature that has been mentioned on vocational education, including the reports that I have just cited, spoke about specifics in the importance of vocational guidance for getting kids into appropriate places for vocational education both in school and out-of-school placement.

In the past, we have talked about the square peg and the square hole kind of concept, where you have a need here, and you fill that need with a square peg. This is what we are talking about in vocational guidance, and it is replete throughout the literature.

The percentage, I don't have that exact data, except in our testimony, but I can provide it for you. It is very important to see that the kid is guided appropriately. A kid who signs up for a vocational education program that is going to be obsolete, or that is currently, maybe, going obsolete, that is not appropriate guidance, and it is not appropriate vocational education.

I think that we provide that component, that integrating component in vocational education, and I would like to see that represented.

Chairman **Perkins**. Thank you very much, you have been very helpful with your testimony.

[Information supplied by Dr. McDonough follows:]

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION,
Washington, D.C., March 9, 1976.

HON. CARL D. PERKINS,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: On February 9, 1976, in Room 2257 of the Rayburn House Office Building, I testified for the American Personnel and Guidance Association giving summary testimony on this Association's position vis-a-vis vocational education and the proposed legislation.

At that time, during the questioning section of my testimony, you asked me to justify or establish a rationale as to why 15% should be set aside for vocational guidance in vocational education planning. I have consulted with professionals in our field and in particular with one of our professionals with the State Department of Maryland, Mrs. Nancy Pinson, a guidance and counseling person working in vocational education programs but also one closely identified with our Association and knowledgeable about programs across the country where vocational education has vital vocational guidance components. Her response to my inquiry is attached as a separate document for your consideration. It is entitled "Rationale to Support a Minimum of 15% Set Aside for Guidance in Vocational Education Programs in the States".

If you have any questions about this document or wish to discuss this further I'd be happy to answer such questions.

I would hope that you could attach my letter and this statement by Mrs. Pinson as an Appendix to the questioning for the Hearing Record of February 9, 1976.

Thank you again for your consideration in this matter.

Sincerely,

PATRICK J. MCDONOGH, ED.D.
Assistant to the Executive Vice President and Director of Governmental and Professional Affairs.

Enclosure.

RATIONALE TO SUPPORT 15% SET ASIDE FOR VOCATIONAL GUIDANCE IN VOCATIONAL EDUCATION PROGRAMS IN THE STATES

INTRODUCTION

Vocational Guidance has two functions: 1) It should describe those counselor competencies which assist all individuals, K-Adult, in the exploration, information-seeking, aptitude testing, and decision making which must precede, augment, and follow planned educational experiences which will have impact on the realization or approximation of career choice, and 2) It should acknowledge and provide for the unique and often intensified counseling needs of individuals who are enrolled in vocational programs at all levels.

Of these two functions, the second is perhaps the least understood by the educator, the counselor, and the school administrator. We have assumed that the individual who chooses to acquire a saleable skill at the pre-baccalaureate level needs less (if any) counseling than does the individual who has not made that choice. The error implicit in this assumption underlies much of the criticism articulated by vocational educators as to the quality and scope of vocational guidance in general—when their real concerns lie with the lack of counseling services to vocational students. Paradoxically then, the interpretation of this criticism has resulted in the strengthening of the first function of vocational guidance, while failing to consider the second.

There is ample evidence that because Federal guidelines do not presently specify that a fixed percentage of a State's Federal allocation of vocational funds be directed to the provision of these services, their current presence is a function of situational ethics as opposed to a committed and rigorous attention to the law. In 1974, for example, only 3.4% of the combined Federal, State, and local monies expended by the States was reported as "voluntarily set aside" for this vital component of vocational education.

What has occurred is an ambivalence on the part of those who administer vocational programs about providing something the law does not mandate, even as they recognize the need to make these services explicit and integral to their programs.

Vocational legislation is presently under consideration by both Houses of Congress under press of expiration. These activities can be distinguished by the terms reductive maintainance on the one hand and by an attempt at realism on the other. In the first case, a simple extension of the present legislation and its appropriation fails to recognize projected vocational enrollment increases (HEW Bulletin: Vocational No. 2) by over 6,000,000 students by 1979, a virtual doubling of the disadvantaged, handicapped and post-secondary populations served in 1974, and a 25% increase in the secondary and adult enrollments since that date. In the other chamber, new legislation has attempted to approximate the human needs reflected in this enrollment trend, has specified allocations for both functions of vocational guidance, and with sufficient attention to the controversy inherent in any new legislative proposal, holds promise for integrating those durable components of the 1968 amendments with the best available statistics on future needs.

I would urge the Subcommittee's consideration of the following schemata which could serve to justify categorical increases in all appropriations for vocational education as well as substantiation for their recommendation for a minimum 18% set aside for vocational guidance in legislation which must ultimately go to Conference. It is based upon the ample documentation enclosed or cited, and as well reiterated through the testimony given by Dr. P. J. McDonough on February 9, 1976, to this committee.

Note 1.—Five "components" of vocational education are broken out in broad categories common to existing and pending legislation. They do not attempt to itemize each section as written. They do place vocational education in the context of a State's total educational program and its relationship to the community, however, and suggest the percentages and dollar amounts which should be expended by State Directors to assure educational and community involvement and participation.

Note 2.—The 18% "set aside" for vocational guidance is clearly earmarked as a cooperative function dependent on professional guidance representation on all Boards, Councils, and Staffs who administer vocational programs at the Federal, State, and local level.

Note 3.—Section totals in dollar amounts are derived approximations (and combinations where appropriate) of appropriations requested in S.2657 (Pell).

FEDERAL ALLOCATIONS TO VOCATIONAL EDUCATION: FY 76 DOLLAR AMOUNTS SUGGESTED

		Voc. Education	Voc. Guidance	Education	Community	Section Totals
I.	STATE PLANNING Administration, Advisement, & Interagency Collaboration	300 million (60% of subpart) of V.E. Total 05%	90 million (18% of subpart) of V.E. Total 02%	50 million (10% of subpart) of V.E. Total 01%	60 million (12% of subpart) of V.E. Total 03%	500 million
II.	TRAINING & RE-TRAINING OF VOCATIONAL EDUCATORS & COUNSELORS to conduct programs, to foster youth leadership, & meet vocational needs of all who seek their resolution	42 million (60% of subpart) 60%	12,6 million (18% of subpart) 09%	7 million (10% of subpart) 02%	8.4million (12% of subpart 03%	70 million
III.	RESEARCH & DEVELOPMENT through Exemplary Programs & Projects in curriculum & guidance	36 million (60% of subpart) 05%	10.8 million (18% of subpart) 05%	6 million (10% of subpart) 02%	7.2million (12% of subpart 01%	60 million
IV.	Work Experience Work-Study and Cooperative Programs involving participation of business, industry and labor	39 million (60% of subpart) 05%	11.7 million (18% of subpart) 01%	6.5 million (10% of subpart) 01%	7.8million (12% of subpart 04%	65 million
V.	Assistance with remodeling, renovation, construction and equipment of vocational & counseling facilities dedicated to life-long skill development, career development & community outreach	21 million (60% of subpart) 05%	6.3 million (18% of subpart) 01%	3.5 million (10% of subpart) 04%	4.2million (12% of subpart) 01%	35 million
	100%:"divided" between four entities	438 mil. 60% (refers to direct voc'l program application)	131.4 mil. 18% (mandated set aside for voc. guidance)	73 mil. 10%	87.6 mil. 12%	730 million Total Federal
		ADD: 73 mil. "Edu." 87.6 mil. "Comm." Total:598.6 mil. administered by Directors	"cooperatively administered by voc'l & couns. pers. at state levels	Above amts. do not imply admin. by these groups. As noted, their representation & cooperation should be obj. of these 2 allocations		

Chairman PERKINS. Now, I will call upon Dr. J. Floyd Hall, chairman of the National Federation of Urban-Suburban School Districts. I understand that Dr. Willis has contributed as much as anybody in this Nation in pressing for vocational education at an early date.

We will move along, and without objection, all your prepared statements will be inserted in the record. You may proceed, Dr. Hall.

[Prepared statement of Dr. J. Floyd Hall follows:]

PREPARED STATEMENT OF DR. J. FLOYD HALL, PRESIDENT, NATIONAL FEDERATION OF URBAN-SUBURBAN SCHOOL DISTRICTS

SUMMARY POSITION ON: VOCATIONAL EDUCATION IN THE UNITED STATES

The National Federation of Urban-Suburban School Districts is a non-profit organization founded in 1973. The Federation is a cross section of MIDDLE AMERICA. It represents over 2,000,000 school schildren in 22 school districts in 13 states and continues to expand. Its composition, goals and objectives are described in the brochure which accompanies this document.

This position paper represents consensus opinion of the Federation's member school systems and is submitted as a follow up to previously submitted statements of concern regarding legislation dealing with vocational education now pending before Congress, and is summarized as follows:

Continue categorical funding so that money is spent for improving and increasing vocational education and not diluted in the overall educational program.

Provide a substantial increase in funding for vocational education program maintenance and expansion to make programs in vocational education available to at least 60% of all secondary school students (Presently serving 25 to 30%.)

Produce a shifting of funding emphasis from Work/Study (income maintenance) Programs to Cooperative Work-Experience (Training) Programs.

Provide funding for postsecondary programs according to need as specified in state plans, rather than by specific set-asides not related to needs. Otherwise this could drastically reduce programs at secondary level.

Continue the present level of funding in programs for the handicapped and the disadvantaged, but alter the use of funds for the disadvantaged.

Provide for the channeling of all Federal funds allocated to the states through a single agency in each state in accordance with state statutes.

Place a limitation on the percentage of funds used for administrative costs at the state level.

Include language which clarifies relationships and functions of and between Federal, state and local agencies.

Provide tax incentives or other inducement to businesses joining in the cooperative work experience program.

Increase funding for career education as seed money for local systems to implement. (We support HR 11023).

Continue the presently established legal guarantees re: public notification of, and input on, state plans in vocational education.

Continue funding of vocational research funds to the various states rather than to NIE (National Institute of Education).

RATIONALE FOR RECOMMENDATIONS REGARDING VOCATIONAL EDUCATION IN THE UNITED STATES

This organization has previously placed before the Sub-Committee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor of the U.S. House of Representatives a series of position papers, dealing with vocational education in America. This position paper represents the results of continued examination of this subject by the Vocational Education Study Committee of the Federation and is a summary of issues and areas of concern surrounding vocational education which the Federation strongly recommends be addressed in any Federal legislation dealing with vocational education in the United States.

The President's proposal to consolidate the occupational, vocational and adult education appropriation with other existing education programs into a single block grant, funded to each state, would eliminate categorical funding for vocational education. The proposed consolidation is, in fact, revenue sharing for education that has not been acceptable to Congress in the past. The Federation therefore recommends:

Categorical funding is essential or vocational education efforts will be reduced, diluted and fragmented to the detriment of all concerned.

Studies indicate 18-20% of students entering the ninth grade in Federation member school systems do not finish high school. Efforts to reduce the number of dropouts must be increased. Vocational education is for many an answer to the youthful problem of how to face the world outside of school and succeed, as well as how to find success experiences in school. The promise of the Vocational Education Act of 1963 is fully acceptable, but at present funding levels we are able to reach only 25 to 30% of secondary students—88% of all students do not graduate from college. It is our considered judgment that fully 60% of the secondary school students in this country should be enrolled in vocational education programs. The Federation therefore recommends:

A significant and substantial increase in Part B funds (VEA 1968), with primary funding emphasis on maintenance of basic programs.

It is the finding and conclusion of the Federation that Work/Study Programs in our schools have not been successful, providing limited meaningful learning experiences on the job and keeping very few youths in school, as a result of the lack of any real tie-in between these programs and curriculum-based instructional activities. Cooperative Work-Experience Programs, on the other hand, have been extremely successful, producing a continued employment rate of 75 to 90% of all graduates and offering students an opportunity to hold curriculum-related jobs and acquire employable skills under the combined guidance of employers and teachers. The Federation therefore recommends:

A significant increase in Part G funds, and a shift of funding emphasis from Work/Study Programs (Part H) to Cooperative Work-Experience Programs. Also, consider possible tax incentives to cooperating businesses.

It is the finding and conclusion of the Federation that properly supported vocational education programs at the secondary level reduce the need for many postsecondary programs. Further in some states postsecondary programs are state supported solely and a set-aside would cause reduction of matching funds and consequent loss of programs at the secondary level. While there is a need to continue postsecondary programs, it is a fact that enrollment in secondary programs is six times greater. It is also a fact that the cost of postsecondary programs far exceeds the cost of vocational education in public schools on a per-student basis. The Federation therefore recommends:

No increase in the specific set-aside for adult and postsecondary programs. Postsecondary programs should be funded according to need as defined in state plans, rather than by specific set-asides.

The Federation's detailed examination of other issues relating to vocational education has produced the following additional recommendations—listed here without supporting rationale in the interests of brevity, but fully explained in the position papers previously submitted to the Sub-Committee.

Continuation of the 10% set-aside for programs for the handicapped, and the 15% set-aside for programs for the disadvantaged, with the latter funds used to augment ongoing regular programs rather than having separate classes. Criteria for disadvantaged is broad and larger per cents than those required are already being served, but should be identified.

The channeling of all Federal monies coming to a state for use in vocational, occupational and manpower training programs, both at the secondary and postsecondary level, through a single agency of the State Board of Education, to be administered according to the State Plan. Do not mandate composition of the State Board for Vocational Education as proposed in S2657 (Education Amendments of 1975). Violates principle of state and local control which provides most money for Vocational Education.

The placing of a limitation upon the percentage of Federal funds which may be used for administrative costs, and a requirement that such funds be matched on a 50-50 basis by the States.

An increase in the allotment for Career Education, in recognition of the fact that the current allotment is insufficient to meet the Career Education needs of some 16,000+ local school districts, and establishment of flexible Career Education guidelines to enable local school districts to develop programs which reflect local needs and conditions. Career Education is a curriculum-wide concept, not a concept tied directly to vocational education nor incumbent on vocational education funds. (HR 11023 is most acceptable but we recommend grade change for awareness and exploration to grades one through eight and work experience, etc. to grades nine through fourteen.)

An appropriation exceeding amounts proposed for State Advisory Councils, in recognition of the fact these funds are insufficient for staff and other expenses, particularly in the larger states.

Approval of the present guidelines for State Council membership.

Clarification of the language of legislation with regard to the function and relationship of the Federal Government, its agencies and personnel, and state and local agencies receiving Federal funds, to the end that standards, procedures, criteria and other inputs from the Federal level contain sufficient flexibility and latitude to guarantee retention of leadership in, and control of, vocational education at the state and local level.

Continuation of the present requirement for public hearings on, and public availability of, the State Plan, in recognition of the continuing need to encourage community involvement. (The language of some proposed legislation reviewed by the Federation eliminates this requirement.)

Waiver, through legislation, of age-limit requirements of certain labor laws for students enrolled in recognized secondary vocational programs.

Approximately 40 per cent of graduating high school seniors are accepted by and enter higher education institutions. The remaining 60 per cent—plus the 20 per cent of all students who drop out of school between the 9th and 12th grades—need at least one saleable skill. The most efficient and economical way to help students acquire such skills is by providing relevant opportunities through vocational education at the secondary level. These students should be educated for work the first time around the educational cycle, rather than after completion of 12 years of school or, worse, after dropping out of school prior to the completion of those 12 years.

The job of our schools must be to prepare every student for post-high school life experiences. We are doing a creditable job for those students whose experiences after high school lead to higher education. We need to improve the job we are doing for those students whose talents, interests, skills, potentials and ability would insure them success in other life pursuits if only given the chance to develop.

Our representatives in government can help make this possible by improving the tools with which we must work.

STATEMENT OF DR. J. FLOYD HALL, PRESIDENT, NATIONAL FEDERATION OF URBAN-SUBURBAN SCHOOL DISTRICTS, ACCOMPANIED BY DR. BENJAMIN WILLIS, EXECUTIVE SECRETARY

Dr. HALL. Thank you, Mr. Chairman. Let me introduce another gentleman, Derbert Carter, who is in charge of vocational education in Jefferson County, Birmingham, Ala.

Of course, you have spoken of Dr. Willis as the right-hand man of this organization, and a longtime friend and supporter of vocational education.

Chairman PERKINS. Why don't you just enter your statements in the record and summarize them.

Dr. HALL. As you know, Mr. Chairman, the National Federation of Urban School Districts is a relatively new organization, having been formed in 1973. We represent about 2 million students, and 21 of the largest school districts of the country.

We would like to summarize our paper, because we have presented on other occasions to your staff, and to the committee itself, more formal statements.

The President's proposal to consolidate the occupational vocational and adult education appropriation with other existing education programs into a single bloc grant, funded to each State, would, in our opinion, eliminate categorical funding for vocational education. The proposed consolidation is, in fact, revenue sharing for education that has not been acceptable to Congress in the past.

The federation, therefore, recommends that categorical funding is essential or vocational education efforts will be reduced, diluted, or fragmented to the detriment of all concerned.

Studies indicate that 18 to 20 percent of students entering the ninth grade in Federation members school systems do not finish high school, and about 88 percent of all students don't finish college.

Efforts to reduce the number of dropouts, then, must be increased, in our opinion. Vocational education is for many an answer to the youthful problem of how to face the world outside of school and succeed, as well as how to find success experiences in school.

The promise of the Vocational Education Act of 1963 is fully acceptable, but at present funding levels we are able to reach only 25 to 30 percent of secondary students. It is our considered judgment that fully 60 percent of the secondary education students in this country ought to be enrolled in some vocational education program.

The federation, therefore, recommends that a significant and substantial increase in part B funds with primary funding emphasis on maintenance of basic programs.

It is the finding and conclusion of the federation that work study programs in our schools have not been successful, providing limited meaningful learning experiences on the job and retain very few young people in school. This was caused by a lack of any real tie-in between these programs and curriculum-based instructional activities.

Cooperative work-experience programs, on the other hand, have been extremely successful, producing a continued employment rate of 75 to 90 percent of all graduates and offering students an opportunity to hold curriculum-related jobs and acquire employable skills under the combined guidance of employers and teachers.

The federation, therefore, recommends a significant increase in part G funds, and a shift of funding emphasis from work/study programs, part H, to cooperative work-experience programs.

Also, we request that you consider possible tax incentives to cooperating businesses.

Further, it is the finding and conclusion of the federation that properly supported vocational education programs, at the secondary level, reduce the need for many post-secondary programs.

I might say, Mr. Chairman, that being a member of a local board of a post-secondary program, I wear two hats. So I am able to see the benefits of the secondary education, and also the benefits of the postsecondary education. I still feel that the primary emphasis ought to be placed on the secondary education program.

The federation, therefore, recommends that there be no increase in the specific set-aside for adult and postsecondary programs. Postsecondary programs should be funded according to need as defined in State plans, rather than by specific set-asides.

The federation's detailed examination of other issues relating to vocational education has produced the following additional recommendations—listed here without supporting rationale in the interest of brevity, but fully explained in the position papers previously submitted to the subcommittee:

Continuation of the 10-percent set-aside for programs for the handicapped and the 15-percent set-aside for programs for the disadvantaged, with the latter funds used to augment ongoing regular programs rather than having separate classes.

Criteria for disadvantaged are broad and larger percents than those required are already being served, but should be identified.

The channeling of all Federal moneys coming to a State for use in vocational, occupational, and manpower training programs, both at the secondary and postsecondary level, through a single agency of the State board of education, to be administered according to the State plan.

Please do not mandate composition of the State board for vocational education as proposed in S. 2657. This, in our opinion, violates principles of State and local control which provides most money for vocational education.

The placement of a limitation upon the percentage of Federal funds which may be used for administrative costs, and a requirement that such funds be matched on a 50–50 basis by the States.

An increase in the allotment for career education, in recognition of the fact that the current allotment is insufficient to meet the career education needs of some 16,000-plus local school districts, and establishment of flexible career education guidelines to enable local school districts to develop programs which reflect local needs and conditions.

Career education is a curriculum-wide concept, not a concept tied directly to vocational education or incumbent on vocational education funds.

It is our opinion, Mr. Chairman, that the change in ages of the grade level changes recommended in the bill ought to be changed. We recommend that a grade change for awareness and exploration to grades 1 through 8, and work experience, et cetera, to grades 9 through 12, or 9 through 14.

An appropriation exceeding present amounts proposed for State advisory councils in recognition of the fact that these funds are insufficient for staff and other expenses, particularly in the larger States.

Clarification of the language of legislation with regard to the function and relationship of the Federal Government, its agencies and personnel, and State and local agencies receiving Federal funds, to the end that standards, procedures, criteria, and other inputs from the Federal level contain sufficient flexibility and latitude to guarantee retention of leadership in, and control of, vocational education at the State and local level.

Continuation of the present requirement for public hearings on, and public availability of, the State plan, in recognition of the continuing need to encourage community involvement. Mr. Chairman, approximately 40 percent of graduating high school seniors are accepted by and enter higher educational institutions. The remaining 60 percent, plus the 20 percent of all students who drop out of school between the 9th and 12th grades, need at least one saleable skill.

The most efficient and economical way to help students acquire such skills is by providing relevant opportunity through vocational education at the secondary level. These students should be educated for work the first time around the educational cycles, rather than after completion of 12 years of school or, worse, after dropping out of school prior to the completion of those 12 years.

The job of our schools must be to prepare every student for post-high school life experiences. We are doing a creditable job for those students whose experiences after high school lead to higher education. We need to improve the job we doing for those students whose talents, interests, skills, potentials, and ability would insure them success in the other life pursuits if only given the change to develop.

Mr. Chairman, then in summarizing, let me point out, in my opinion, four important points in our paper that we presented this morning.

We recommend a continued categorical funding so that money is spent for improving and increasing vocational education and not diluted in the overall educational program.

Produce a shifting of funding emphasis from work/study programs to cooperative work-experience programs.

To provide for the channeling of all Federal funds allocated to the States through a single agency in each State in accordance with State statutes.

Finally, and perhaps we think the most important, that we place a limitation on the percentage of funds used for administrative costs at the State level. We feel that it ought to be as small as possible, and perhaps not exceed 5 percent.

We think, perhaps, in this year of austerity budgeting, and so forth, we could spend a great deal of our time wisely shaping up the administration of our programs, and further defining how these programs ought to be administered.

Mr. Chairman, we thank you for this opportunity to once again appear before you, and we would now welcome any questions that you may have.

Chairman PERKINS. You mentioned that 18 to 20 percent of your district high school students do not finish high school. How many of these students, do you believe, have received vocational education?

Has the Federal Government provided enough funds yet in order for you to meet that need?

Dr. HALL. As a practicing person on the scene, let me ask Dr. Carter if he would respond to that question.

Dr. CARTER. We feel that, perhaps, this is one of the biggest needs we have, because at the present time we work at the top of the school system down, that is from the 12th grade down, so that we are really not getting to the kids to reach the mandatory school age of 16 in most States.

In many cases, this is the ninth grade and below. We feel that we need more money to reach kids at a younger age level, because we have started at the top, working down from the 12th grade level to the 10th to provide occupational training, because we feel that this is how our policy should be with the amount of money we are getting.

With greater funding, as we have indicated in our paper, of the 25 to 80 percent of the school systems that are represented in this organization, we feel that we should be serving about 60 percent. In order to do that, we feel that we have to have greater funding.

Chairman PERKINS. Let me ask a question of Dr. Willis since he is as well informed as any man in America on such matters.

Dr. Willis, do you think that we should change our formula in the present legislation?

Dr. WILLIS. I made a note when I listened to my friend, Mr. Pucinski over here, making his presentation. I said to him, as he left: "I agree generally with everything that you have said, and almost, in a practical way, with all details of your presentation, but I have two or three strong convictions that you probably should include."

I made a note a moment ago that academic hurdles eliminate many children from getting to the point where we have assumed vocational education might begin, and this could be reading and math. It is as simple as that.

It seems to me, and it has for a long time, that we begun with youngsters as of an age, rather than with some other hurdle that they had to make. I am sure, at the moment, that I am more concerned that we not tinker too much with formulas at this time.

After all, the Smith-Hughes and Dean Acts persisted for a period of nearly 50 years. They came along with considerable change in 1963, more money, but yet emphasis to the States and emphasis to the local community, and involvement of advisory councils and so on, and adjustments in 1968.

I am convinced, in my own mind, that we need not change that. We need to make some adjustments.

There have been several references to ongoing programs, to limit that. I don't believe that the Federal government should participate in starting a program, and then walk out from under it, because there are too many things that the local government has to do. I listened to your comments on that.

Consequently, I think that the local and State governments need assistance in the beginning, and they cannot take over everything.

Specifically, I would say, to your question, we may make adjustments in some of the formulas, but I think that we have to walk a further distance before we go to do what I think the speaker just before this, who, I may say, was one of our employees in Chicago when I was there, part of our guidance department—I feel like it is old home week with everybody speaking this morning.

His presentation this morning, I think, is asking this committee, that organization is asking this committee to legislate a position for it, from its position within the State and its position within the local government. With that, I do not agree.

Dr. CARTER. May I make a comment on that point.

With regard to the set-aside, the present legislation, at least as it is being carried out, provides us within the States with the flexibility by which we may have x number of counselors.

In other words, we may have the number of counselors we need within the framework of the units allowed, depending on our local needs. Consequently, if we have to live with the set-aside in any area, it puts limitations on us that we don't need.

If it is within the framework of your State plan and your local input, you have that flexibility already built in the legislation without having a set-aside which may be restrictive.

Chairman PERKINS. One further question, Dr. Willis. It has been suggested that we earmark so much money for postsecondary technical schools. I would not have any trouble with that at all, if we could get adequate funding from the Federal Government, but with this difficult task to obtain money from the Federal Government presently.

As long as it is so difficult, and I cannot see much increase, if we earmark funding for the postsecondary technical schools, what would we be doing to the ongoing programs where the need is the greatest which the postsecondary education in this country has.

Should we have one board, and the board having the flexibility to make these determinations within the State?

Dr. HALL. As a man, Mr. Chairman, who serves as a local school superintendent and also serves as a board member on a postsecondary and technical program, I would like to speak to that point.

We have, in Greenville, a very good relationship between the public school system, and the technical-vocational center. We work together on providing the curriculum that will take the child from the career interests in the middle school grades—sixth, seventh, and eighth—and begin to specialize them in one of our vocational centers in high schools—nine through 12—and then step on into the technical aspects of grades 13 and 14 in the technical centers.

As a public school administrator, I need to find some way to get at more of those youngsters around the eighth and ninth grade level before we turn them off, and they drop out of school.

If I can get them involved there in some career interest, and start in this procedure, I think that we have saved them for themselves, and for the community, and have prepared them to be useful, productive citizens.

It seems kind of foolish to me that we wait and provide the funds at the post secondary level, after they have already dropped out, and floundered around, and maybe not found themselves.

I would much rather have more to put in at around the eighth and ninth grade level. I don't think, then, that we would need as much in the postsecondary area, if we could get at them at that point.

I am speaking as someone who is wearing both hats.

Chairman PERKINS. Dr. Willis.

Dr. WILLIS. Mr. Chairman, if I may use a personal illustration. We produced the most expensive school in Chicago over the title of Dunbar Vocational School, 3 miles south of the Hilton Hotel.

This school had 42 trades in it. This school was planned in my conference room; the architect, the faculty of the school, the vocational teachers, and all that this school had in it.

This school had in it one of the engines that could be used on one of the jet planes, big thick walls so that the children could experience that.

It also had in it a shoe repair shop, better than any I have ever seen in any school. In my opinion, that school had a far greater economic value to people, to the future of Chicago than a school that was reaching standards over here at 14 or 15, because of the children who could not read because of their environment or whatnot, and they were being excluded from school.

I don't believe that you can shortchange the people 18 and under 20, or whatever it is.

I think that my answer to you is that in the postsecondary area, you can find that States have supported far more and in far greater detail and dollars than they have supported the programs that we talk about here.

Prior to the 1963 Vocational Act, I took a panel to Chicago, and I put them on a bus, and I took them to an old elementary school, where we were starting with children who were 15, or 16 years of age, 17 and 18, pulled out of elementary schools with the simple task of getting them to write their name so that somebody could understand it, put on a tie, be neat, go across the street to the hospital, get a part-time job, and have a few dollars in their pocket.

There were members on that panel who did not understand that. We, then, took them to the place where we were training those apprentices, all federally supported. Later on, one of the ladies in our group said: "Just think, we just saw them bending pipe."

They were bending pipe because they were going to have that as a part of the conduit for electricity, and for the wires.

My point on this is, with the great mass of people that these people are concerned with, not only in the great cities but in suburbia over here in Prince Georges County, and even in Montgomery County, Fairfax County, we need to be absolutely certain that we are missing no opportunity to release the opportunities within each individual.

We cannot assume that if we put enough resources in postsecondary education, we will recapture what we have missed here. I don't believe we will.

Consequently, I would say to you, sir, that certainly I am not against postsecondary education. We have the community colleges. After all is said and done, if you don't include those, and if you don't take care of those individuals, our country is going to suffer 20 years from whatever date we are talking about.

Chairman PERKINS. I am inclined to agree with you, Dr. Willis, that we ought to put the funds at the secondary level.

All the skills that I mastered, I mastered them from the time that I was 10 to 18 years of age. I started to learn to do things, working in the construction of stone walls.

I have seen youngsters who were hired at 18 or 19 years of age, who did not have that background experience when they were young, and they just could not catch on.

When you have a scraper being pulled by a team of mules, you learn that at an early age. When the older people come in and try to use that scraper, they would have no way to adjust the handle. It would carry the dust, and carry them over with it.

It just seems to me that emptying the dust over the scraper, it just seems to me that this ought to be learned at an early age, at the elementary and secondary level. That is the time when the youngsters are going to make up their mind as to whether they want to follow a trade, or some other occupation, and whether they want to go to college.

If they are exposed to these different trades—it worries me a lot this earmarking of funds for postsecondary vocational educational education out of the present allocation that we are receiving.

For that reason, I think that we are going to have a flexible formula, and leave it up to the State board. Do you agree with me altogether?

Dr. **Carter**. Yes, we have stated that in the paper.

Chairman **Perkins**. I will let Mr. Radcliffe ask his questions now.

Mr. **Radcliffe**. You have covered my questions.

Chairman **Perkins**. Thank you, gentlemen, for appearing here today. You have been most helpful. I am always glad to see some of the experts in the country return and give us their views.

The meeting is adjourned.

[Whereupon, at 11:04 a.m., the subcommittee adjourned, to reconvene at call of the Chair.]

[Material submitted for inclusion in the record follows:]

State of Mississippi,
Department of Education,
Jackson, Miss.

Chairman Carl D. Perkins: May I take this opportunity to express my appreciation for the support you have given to Vocational Education. We would like to solicit your support concerning pending legislation for Vocational Education. Even though you are a member of the House of Representatives, I would like to alert you to information that I am sending to Senators Eastland and Stennis concerning Senate Bill S. 2657. On February 3, 1976, the Senate Subcommittee on Education, chaired by Senator Pell of Rhode Island, reported a bill to the Senate Labor and Public Welfare Committee with the understanding that the full committee would make amendments before sending it on to the Senate for passage. I would like to recommend amendments to S. 2657 as follows:

1. Maintenance of a sole state agency to be responsible and accountable for a total program of Vocational Education
2. Add a definition of Vocational Education, including the occupation of homemaking
3. Continued funding of Part F, Consumer and Homemaking Education
4. Section 161, including ancillary services, such as state administration and leadership
5. Inclusion of funds for preservice and inservice teacher education legislation
6. Inclusion of Vocational Guidance as part of Vocational Education legislation
7. Inclusion of support for the home economics student organization and other vocational student organizations as an integral part of vocational education
8. In the declaration of purpose for Vocational Education add after gainful employment, the occupation of homemaking
9. Provision for research, demonstration and curriculum development
10. Provisions for comprehensive statewide and local planning
11. Use of federal funds to support ongoing programs

I urge you to continue to support Vocational Education in the fine manner that you have in the past. If you would like to call me for additional information, my telephone number is 601-354-6995 (office) or 601-825-8982 (home).

Sincerely,

Mrs. Ida G. Ballard,
State Supervisor, Home Economics Education.

Enclosure.

Legislative Aspects of Vocational Home Economics Education

The need for a unified statement concerning legislative aspects of Vocational Home Economics Education resulted in a meeting of selected representatives of the American Home Economics Association, American Vocational Association, and Home Economics Education Association, coordinated by the Vocational Home Economics Education Program Specialist, Division of Vocational-Technical Education, BOAE, U.S. Office of Education, Washington, D.C. This meeting was held in Washington, D.C., on January 8 and 9, 1976.

The following statement brings together the positions and reaffirms the unity of the professional organizations concerned with Vocational Home Economics Education.

Home Economics is a vocational education program. The major purposes of Vocational Home Economics Education are to prepare for the occupation of homemaking and for employment in occupations utilizing home economics concepts and skills. Vocational Home Economics Education is composed of two types of programs:

1. Consumer and Homemaking Education consists of instructional programs, services and activities at all educational levels for the occupation of homemaking including, but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management, and clothing and textiles.
2. Occupational Home Economics Education consists of instructional programs, services and activities for preparation for employment in occupations utilizing the knowledge and skills of home economics from the areas identified in Consumer and Homemaking Education.

The preference for funding Vocational Home Economics Education is:

1. The continuation of categorical funding of Consumer and Homemaking Education on a formula grant basis to the States including expenditure of at least one-third of the funds in economically depressed areas or areas with high rates of unemployment to assist consumers and to help improve home environments and the quality of family life. Also, continuation of funding of ancillary services, activities and other means are necessary to assure quality of all Consumer and Homemaking Education programs, such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership including provision for the home economics student organization.
2. The continuation of funding of Occupational Home Economics Education under the basic grants to the States on a formula basis.

The following are emphases of Consumer and Homemaking Education:

1. Give greater consideration to economic, social and cultural conditions and needs of all persons including special audiences such as teenage parents, Older Americans, ethnic groups, mentally and/or physically handicapped, institutionalized individuals, and persons in economically depressed areas;
2. Prepare individuals for professional leadership;
3. Design programs to prepare males and females for combining the roles of homemaker and wage earner;
4. Include consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education to meet the current societal needs;
5. Design programs for males and females who have entered, or are preparing to enter, the occupation of homemaking;
6. Provide for ancillary services, activities and other means of assuring quality in all Consumer and Homemaking Education programs.

VOCATIONAL AND OCCUPATIONAL EDUCATION

FEBRUARY 13, 1976

U.S. HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Sioux Falls, S. Dak.

The subcommittee met, pursuant to call, at 8 a.m. at the Instructional Planning Center, 201 East 38th Street, Sioux Falls, S. Dak., Tim Hall of Illinois presiding.

Members present: Representatives Pressler, Hall, and Quie.

Staff present: John F. Jennings, majority counsel; Robert Andringa, minority staff director; E. B. Oleson, state director of vocational education; and Joe Floyd, president of Mid-Continent Broadcasting Corp.

Mr. FLOYD. I'd like to make a few comments this morning toward holding the order together. The order today essentially will start this morning at 8 a.m. The testimony, encompassing approximately four panels, will proceed until approximately 10:30 this morning The congressmen will then adjourn from this room and go to a press conference also in this building, at which time you are welcome to have coffee, which I understand is supplied. You will be able to see the press conference on, I believe, two television sets in this room.

The panels will continue at 11 a.m. this morning until conclusion.

There will be panels starting in this order. Panel No. 1 is already seated. Panel No. 2 should be in the hallway with Mr. Bonde so that they can be set up in the proper order of people so the Congressmen can tell who is sitting in each position.

As Panel No. 2 is seated, Panel No. 3 should then be out in the hallway to my left and so on and so forth.

Panel members will submit written testimony which will be collected by Mr. Dave Bonde of the State Department of Vocational Education.

Other written testimony can be turned in to Mr. Bonde anytime today.

Now, with considerable pleasure, I would like to introduce our First District Congressman from South Dakota, Congressman Larry Pressler.

Mr. PRESSLER. Thank you, Joe.

We are going to be moving right along this morning because we have a number of panels. I just want to say how much I appreciate the really fine work that Mr. Oleson, Joe Floyd, and I could name several names but I won't at this time, have done in organizing these hearings this morning.

I think it is of particular importance that we have such hearings in South Dakota because if we draft this legislation, we have heard from many of our large industrial areas in our cities, but I think a State that has more of a rural base and a small town base, it is very important that we look into both the employment problems and future job opportunities as well as the vocational education needs of our students here.

We will go into the vocational education part of a package of education and we will be listening today to ideas not only of vocational education but how it fits into the total pattern of education not only for South Dakota but for the Nation as a whole.

With that, I am going to call on Charles Stormo, the president of the State board of vocational education.

Mr. STORMO. It is a pleasure for me to welcome all of you ladies and gentlemen to this hearing but it is an even greater pleasure for me to welcome the Congressmen, who are here to hear what we have to say.

I don't want to take any of their time. I just want to make you feel welcome. I am glad to be here, and let it carry on from there.

Mr. PRESSLER. Good.

I might say that Congressman Tim Hall from Illinois is on his way over here. He will be here in just a few minutes. We'll try to start ahead of him.

Also, I don't think we have introduced them, but we have two of our fine staff members from the Education Committee, Jack Jennings on my immediate left, and Bob Andringa, who I saw just a minute or two ago.

We will now call on the superintendent of our schools here in Sioux Falls, Dr. John Harris.

Dr. HARRIS. Good morning, Congressman. I would just like to add my brief word of welcome. We are happy that we are able to make these facilities available for the hearings. I hope they are adequate. If there is anything that we can do to serve the purposes of your hearing in any way, I hope you will let us know.

We are strongly interested in vocational education here in the Sioux Falls community and school system, and we appreciate your interest. We hope you have a fine day today.

Mr. PRESSLER. Congressman Hall is arriving. Tim is from Illinois, a Democrat.

We are very glad that you could make it this morning.

Mr. HALL. Thank you, Larry.

Mr. PRESSLER. Next I will call on Mr. E. B. Oleson, the State director of vocational education, who, incidentally, has done so much work in organzing today.

Mr. OLESON. Thank you, Congressman Pressler.

I am Mike Oleson, the State director, the executive officer, of the State board of vocational education.

Mr. Chairman and members of the subcommittee, the members of the South Dakota State Board of Vocational Education and I are grateful to have this opportunity to reflect the happenings in vocational education in South Dakota due to the Vocational Education Act of 1963, as amended in 1968. We realize that it is most difficult to draft legislation fitting to the needs of each state; therefore, we sincerely appreciate this opportunity to present the progress of vocational education in our state as a result of the previous legislation. There are some recommendations which we believe will strengthen our education programs statewide and, in the end result, provide for the welfare of the Nation.

Vocational education in South Dakota, as well as the Nation, is experiencing its greatest period of growth. Since the passage of the Vocational Education Act of 1963, Public Law 88-210, and the 1968 amendments, Public Law 90-576, the image of vocational education has changed dramatically nationwide. In South Dakota, it has changed so rapidly that resources have not been able to keep pace.

It has been by privilege to serve as executive officer of the State Board of Vocational Education in South Dakota since the inception of the Vocational Education Act of 1963. This act, in its original form, and again as amended in 1968, gave the State the impetus that was needed to cause the public, through their legislators, to demand that vocational education be an integral part of the total education system. This was very obvious in South Dakota as immediately the legislature created a division of vocational-technical education with a full-time executive officer. The necessary resources were made available to staff the division so that ultimately a State plan could be developed.

Since the implementation of the Vocational Education Act of 1963, first funded in 1965, Federal funds for vocational education in South Dakota have increased from $405,847 to $2,325,448 in fiscal 1975. This is in comparison to the growth of 0 State dollars in fiscal 1965 to $1,212,467 in fiscal year 1975. The local school district effort has grown from $920,475 in fiscal 1965 to $5,056,235 in fiscal year 1975. This constitutes nearly $4 of State and local funds to each Federal dollar.

It is always easy to account for the dollars spent, but what has this meant to South Dakota in terms of persons served? Our enrollment in fiscal year 1965 was 17,298 students. This has grown to 32,471 students in fiscal year 1975, nearly doubling in that decade.

Agriculture and home economics have increased somewhat. However, the major growth has been in the areas of trade and industrial, the distributive, and the office occupations. Most recently, the health occupations started emerging. A total of 639 students are enrolled in health with the largest percentage at the postsecondary level; 423 to be exact.

The Vocational Education Act of 1963, as amended in 1968, has permitted South Dakota to use the Federal funds for impact on certain groups I would like to relate to a few situations involving set-aside funds.

Part A of the act, these funds were to target in on the disadvantaged and the handicapped. We have been able through the use of these funds to promote and give direction to programs at the penitentiary, to the State training school, the youth forestry camp, the school for the deaf, the division of the visually handicapped, and many other distinct programs in the larger communities and on the reservations. Part B of the act had the most significant impact upon the State as $4,017,198 was spent for construction. This was the brick and the mortar. Nearly a like amount was expended for initial equipment.

This construction prompted the implementation of postsecondary vocational education in South Dakota, providing a complete new image of vocational education statewide.

Part C research and development funds have provided documentation to support the manpower needs and job opportunities. "The Handbook of Manpower Statistics for South Dakota" was one of the major projects. The feasibility study of the multidistrict concept led to State legislation permitting intermediate attendance centers for vocational education. Many other documents are available on display at the table at the right.

South Dakota is a predominantly rural State with an area of 77,049 square miles and a sparse population of 665,000 people. This causes many unique problems. Part D exemplary funds have aided the State board in trying out the multidistrict concept. As a result, we have 73 districts cooperating to provide secondary programs. Also, the vast distances between attendance centers in western South Dakota created still another problem in the busing of students. This problem was partially solved by the exemplary project of mobile units. We now move the classroom and the instructor between nine different districts in western South Dakota.

Part E of the act dealing with residential schools was never funded. However, the board of regents in South Dakota has one college with a division of vocational-technical education. These vocational students have access to dormitories and food service and the program serves statewide.

Regarding part F of the act, we feel very strongly that this phase of education will do much to make a person successful in our society. Consumer and home economics will provide the knowledge and the skill of home and family living so vital to the success of our society. However, this needs to be broadened to serve more than just the junior and senior high students. The complexity of day-to-day life in our present-day society demands that our school expand their efforts to provide a broad knowledge of practical consumer economics.

Cooperative education funded under part G has probably impacted secondary vocational education in our State more than any other section of the act. A total of 1,871 students were served this past fiscal year. Part G funds allowed us to put special emphasis on serving the low achiever who had been screened out of regular programs due to certain deficiencies.

Total earnings of these students during the 1974–75 school year was $1,674,647. This was an average wage of $2.04 per hour as the students averaged 22½ per week working.

These kinds of records are available covering the period from fiscal year 1966 to fiscal year 1975.

Work study, or part H of the act, could be the salvation for many disadvantaged students in our State. Students who are lacking resources to be able to stay in school benefit from this section. However, part H has received only a token funding in past years.

College work study funds seem to be available for students attending junior and community colleges and the 4-year institutions. Vocational eduation does not have equal opportunity to share in some of these benefits.

The grant award for South Dakota for fiscal year 1975 was $27,572. Considering the number of students in vocational education eligible for these funds, this amount has very little significance.

As I review the testimony given to the House Subcommittee on Elementary, Secondary, and Vocational Education regarding the renewal or rewriting of the Vocational Education Act, it points out to me that many people are advocating refining the categorical grants currently specified by Public Law 90–576, the Vocational Education Amendments of 1963.

We in South Dakota believe the Vocational Education Act of 1963, as amended in 1968, has brought about the innovative as well as the catalytic change necessary over a 10-year period and gives the State of South Dakota a long-range program of vocational education which will meet the demands of all persons of all ages and in all communities.

We strongly oppose innovation for innovation's sake. The proposed administration bill suggests that no more than 30 percent of the Federal funds be used for program maintenance. If this becomes reality it would place a severe hardship on South Dakota area vocational schools, even to the point of closure.

The Vocational Education Amendments of 1968 work very well in South Dakota. We would suggest the Congress consider the renewal of the Vocational Education Amendments of 1968 with the following recommended changes, and we have five of those.

First: That the State be required to match moneys for State administration on a 50 to 50 basis. We believe in the local and State having an investment and the Federal Government being a partner.

Two: That provisions be made so that the U.S. Commissioner may waive the constraints of the currently specified categories provided the State demonstrates its population will be better served by such waivers.

Three: That funding be made available at the national and regional level to adequately staff with qualified personnel the U.S. Office of Education so as to provide leadership and technical assistance as may be requested by the States.

Four: Provide for funding and clearly specify the intent of Congress to share the costs of vocational training with State and local governments. All levels benefit from the trained manpower and should equitably share in the costs.

Five: Maintain as a separate category of the act adequate funds to provide quality consumer and homemaking education within the structure of vocational education.

We believe that a strongly administered and funded vocational education system will obviate the alleged need for short-term crisis or bandaid programs to train unemployed or underemployed persons.

The responsibility for vocational education is much too large for State and local governments to provide. The Federal Government must be a partner in sharing the costs of vocational training providing the student with skills that he or she may find employment rather than tax users.

Thank you.

Mr. **Pressler.** Thank you very much, Mr. Oleson.

Our chairman here today is going to be Mr. Hall but he has given me the honor of introducing our first panel.

I might thank you, Mr. Oleson, and also thank you for the fine job you have done of organizing these hearings. We are very appreciative of the work you have done.

Mr. **Quie.** May we ask Mr. Oleson some questions before we get on with the panels?

Mr. **Pressler.** Yes, certainly.

Mr. **Quie.** I would like to ask you some questions Mr. Oleson.

Could you tell me what the State and local match is, or how much State and local monies are going into consumer homemaking as compared to Federal monies?

Mr. **Oleson.** We received just a little over $100,000 for part F of the act, and right offhand I can't tell you the number of dollars that is spent out of local funds, State and local funds. I could get that figure for you this morning.

Mr. **Quie.** If you could, and then I could get back to you.

Mr. **Oleson.** I will say that the local districts have carried practically 95 percent of the costs of consumer homemaking education. We have it in about 131 districts or 130 districts altogether plus several parochial schools.

Mr. **Quie.** So there is very little State money, as such?

Mr. **Oleson.** Very little State money, if any, goes into it.

On the wage earning aspect, yes, we have some programs like the food certification for our school lunch personnel. We have some secondary programs in the wage earning aspect probably in four or five centers at this time.

Mr. **Quie.** I would gather that the interest in consumer homemaking at the local level is pretty good.

Mr. **Oleson.** Excellent.

Mr. **Quie.** When you talk about needing separate consumer homemaking categories, that must mean that it would be some way of getting some State money as well as Federal money because it seems to me that the local communities are matching homemaking better than they are matching any of the other programs.

Now, since you are on the State level, why do you need a separate category when there isn't much State money going into it now?

Mr. **Oleson.** Not much money is going into it now, but there is need for more of it to go in. We have 191 school districts in South Dakota so we are short about 60 school districts having consumer homemaking education. We have some other problems that relate to it.

Many of our programs lack adequate equipment in things to really make the topnotch quality program that we see that we ought to have in consumer homemaking education. I think if we could take care of that on a reimbursement basis as we do the other programs, we would have the rest of the schools meeting this need.

We haven't touched on special programs for child daycare centers or these kind of things at all which we could get into if we had additional moneys.

Mr. QUIE. I don't understand why you need the Federal category in that area since the local people like it so well and are willing to put up their own money. It would put the pressure on if they took it out of the whole pie.

We ran into that in 1963 when the four groups were earmarking and they wanted their protection. When we took the earmarking away in 1968 they fared better than they did previous to that.

It seems to me that competition is good for everyone and consumer homemaking would fare better if they had their category removed.

Mr. OLESON. I think we will have some additional people on some of the panels who will speak to that better than I.

Mr. QUIE. There were a couple of other points. College work study is available for all postsecondary education. Why don't the postsecondary vocational technical students qualify?

Mr. OLESON. We are getting into that now. We have been able to get our five area vocational schools at the postsecondary level accredited. The National Advisory Council for the accreditation has authorized the State Board to assess the quality of postsecondary vocational education.

We have a 2-year limitation on this from Commissioner Bell and we now have been completely through the evaluation. The North Central Association is looking at our schools and has actually taken action on two at this time.

We will be able to use college work-study moneys for postsecondary upon the final accreditation of our postsecondary.

This is the major problem. I believe at this time only eight States have been able to succeed in getting this accreditation.

Mr. QUIE. The problem is not in the Federal legislation. The problem is getting certified.

Mr. OLESON. Yes. The problem is with adequate funds for it, out of vocational funds.

Mr. QUIE. Out of vocational funds but not out of college work study because we keep increasing that each year above what the administration asks for.

Let me ask this so I can hear it from your point of view even though we are going to have a panel on Indian education later. Is there any vocational education per se on Indian reservations?

Mr. OLESON. Yes. We have a multidistrict center at Sisseton. We have a comprehensive high school at Rosebud. Todd County. High School. We have 8 to 10 programs in each of these schools. We have programs at Cheyenne. Eagle. and Butte. Our mobile unit concept covering those nine schools has approximately 38 percent of the students enrolled at secondary level in the northwestern counties which are Indian students.

Mr. QUIE. In the vocational programs on the Indian reservations, is there an Indian advisory committee or do they administer the programs themselves?

Mr. OLESON. They have had invitations to have people on the State Advisory Council for Vocational Education.

Mr. QUIE. No, I mean locally.

Mr. OLESON. Locally, I am sure that in many of them there are Indians involved on those.

Mr. QUIE. How much money comes from the Federal Government and the State, on the one hand, that is, the Federal Government, non-BIA, and the State, on one hand, and BIA money that goes in, on the other hand, on vocational education or would the panel have that information?

Mr. OLESON. I think that we will have to relate to the panel here for that. I am not knowledgeable about the BIA funds expended in there.

I know that we have had some problems and it is more of a philosophical thing. At one time the BIA really didn't promote vocational education on the reservations. Vocational education was classified as a separate education. This is changing, changing considerably.

Mr. QUIE. Thank you, Mr. Oleson.

Mr. HALL. You mentioned consumer economics. I wonder if you could give me just a capsule review of your program?

Mr. OLESON. Our State board has been very interested in promoting teaching of economics through our secondary system, not only in the consumer economics program through vocational education, but a good consumer economics program teaching more on the free enterprise system and so forth. But this doesn't seem to be catching fire, particularly in our smaller schools. Really, we have few adequately qualified instructors in this particular field.

Mr. HALL. Thank you.

Mr. PRESSLER. Thank you very much. I think I will save my questions for the panel.

I will introduce the chairman of the first panel and then——

Mr. HALL. I wonder, before we get started, if I might for the record make an opening statement.

I want to apologize, first of all, for having been late this morning. I am very happy to be in South Dakota and I think you have a very fine Congressman. I would even go so far as to say that we need more men in Congress like Larry Pressler.

I hold this position this morning by accident of fate, I guess you'd say, more than anything.

My opening statement is as follows. The Subcommittee on Elementary, Secondary, and Vocational Education is pleased to be in the final stages or in the final set of our hearings on vocational education here in South Dakota.

The purpose of these hearings is to gauge the needs of various areas of the country before we begin to write amendments to the Vocational Education Act.

After holding 42 days of hearings and listening to nearly 200 witnesses during 1974 and 1975 the subcommittee has some definite ideas of the types of problems new legislation ought to address.

In an era of high unemployment, an era where more students and parents are questioning the market value of a college degree, vocational education has become an increasingly viable alternative to traditional academic programs.

For those 55 percent of the high school graduates who do not go on to higher education, vocational training can be the means of securing a decent and well paying job. Yet nationwide, only around 38 percent of secondary students participate in any type of vocational program.

In South Dakota, I believe the figure is around 30 percent.

Many States have set goals as high as 60 percent for the number of secondary students that should be served by vocational education. If this is to be accomplished, if this other 22 percent is to be reached, then Federal as well as State and local funds must be substantially increased.

Last year expenditures for public, elementary, and secondary education totaled $68\frac{1}{2}$ billion. In this same year expenditures for vocational education, excluding postsecondary and adult programs, equaled about $2\frac{1}{10}$ billion, or just a little over 3 percent of the total expenditures.

When we include higher education in both figures, the percentage for vocational education is still only 3.2 percent.

Having achieved an increase in enrollments of nearly 30 percent since 1971 with only 3 percent of education expenditures, vocational education seems to me to be one of the most dollar wise programs in which Federal, State, and local programs can invest.

Federal seed money under the vocational education amendments of 1968 has not only stimulated about 4 State and local dollars for every Federal dollar but has also been responsible for yearly growth in almost every occupational program area in every State.

Equally encouraging is the fact that the number of vocationally trained students who obtain jobs upon program completion has about doubled since 1971. But much more needs to be done if we are to meet the manpower needs of the country.

South Dakota, like many other States, will be able to meet only 14 percent of its labor market needs for skilled persons in 1974. Statistics such as these show the need for a much greater expansion of vocational education.

We are here today to hear your views on these remarks and especially to hear about what you have accomplished here in South Dakota.

Thank you.

Mr. PRESSLER. I shall call on our first panel. I shall call on Charles Stormo to introduce the State Board of Vocational Education, State Advisory Council for Vocational-Technical Education, South Dakota Vocational Education Association.

PANEL NO. 1—STATE BOARD OF VOCATIONAL EDUCATION, STATE ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION, SOUTH DAKOTA VOCATIONAL ASSOCIATION: CHARLES STORMO, PRESIDENT, STATE BOARD OF VOCATIONAL EDUCATION; JOHN REESE, CHAIRMAN, STATE ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION; DELORIS McDONALD, PRESIDENT, SOUTH DAKOTA VOCATIONAL ASSOCIATION; GLENN BARNES, SUPERINTENDENT OF SCHOOLS, TODD COUNTY SCHOOL DISTRICT; DR. ROBERT COCKLE, SUPERINTENDENT OF SCHOOLS, WATERTOWN INDEPENDENT SCHOOL DISTRICT; ANDREW FISCHBACH, BOARD MEMBER, NORTHWEST AREA MULTI-DISTRICT; AND FLORENCE HOLTEN, CHAIRMAN, LOCAL ADVISORY BOARD MEMBER

Mr. STORMO. I am Charles Stormo from Hayti, S. Dak.

Mr. REESE. I am John Reese from Watertown. I am the chairman of the State Advisory Council for Vocational-Technical Education.

Ms. McDONALD. I am Deloris McDonald from Sioux Falls, S. Dak.

Mr. BARNES. I am Glenn Barnes, superintendent of the Todd County School District and member of the State Advisory Council for Vocational Education.

Dr. COCKLE. Bob Cockle, superintendent of schools of Watertown.

Mr. FISCHBACH. Andrew Fischbach from Faith. I am chairman of the multidistrict board out there.

Ms. HOLTEN. I am Florence Holten from Sioux Falls. I am chairman of the local advisory board for the Southeast Area Vocational School.

STATEMENT OF CHARLES STORMO, PRESIDENT, STATE BOARD OF VOCATIONAL EDUCATION

Mr. STORMO. I am Charles Stormo, Hayti, Chairman of the State Board of Vocational Education of South Dakota. We are a seven-member board appointed by the Governor and confirmed by the Senate. One of our members is on the State Board of Elementary and Secondary Education and one of our members is on the State Board of Regents. Three members represent users of vocational graduates and two are appointed at large. We are the head of the division of vocational education and our chief administrative officer is Mr. E. B. Oleson, director of vocational education.

I believe we have a good arrangement for the control of all vocational education under our single board with close coordination between secondary and postsecondary programs enhanced by the cross-membership of our boards.

Mr. Chairman, Congressmen, it encourages me that you and your subcommittee are using your valuable time and expertise toward strengthening the Federal legislation on vocational education. It is humbling that you seek our advice and our ideas. I hope our suggestions and our answers to your questions will be useful in your deliberations.

In a very brief review of the first two volumes of testimony before this committee, I found a few comments that apply to our situations and many that apply to more urban areas and industrial economies. I want to speak directly to two recommendations by the General Accounting Office.

The General Accounting Office suggests sharing facilities. Facility needs differ greatly between academic and vocational courses but, wherever possible, we are sharing facilities and finding new uses for unused ones. We are presently working out final administrative procedures wih our board of regents to use some college buildings that are underutilized at the present time. They are of the type that can be easily converted to the needs of an area vocational institution. We expect to be operating one postsecondary institution in former college facilities and vocational students will be sharing dormitory facilities with college students.

The General Accounting Office also suggests that State administrative costs should not exceed 5 percent of the Federal funding. Small local units and great distances in a State with a relatively low population, such as ours, make it expensive and difficult to provide equal opportunities in vocational education, especially at the secondary and adult levels. We would be hurting in this regard if that recommendation were to become part of the law.

In that regard, allow me to call your attention to page 101 of these hearings where a table shows the State administrative costs of those States having a separate board of vocational education. The figures used in the comparison are for fiscal 1973 at which time we did not yet have a separate board.

Several places in the testimony references have been made to the formation of a department of vocational education and manpower. I believe that anything that makes it easier for cooperation and coordination between education and manpower will enhance our work and theirs.

Much has been said about forward funding. In our situation it would be of immeasurable help. It would provide time for better planning and budgeting both for our division of vocational education and for our legislative committees. I would also request more exemplary funds or some kind of contingency fund to allow faster funding of new programs that were not requested or researched in time for the cumbersome budget procedures necessary for State allocations.

South Dakota is working on a uniform data bank so that the decisions in all departments of government will base their management decisions on the same data instead of basing some on each of a variety of facts from several different sources.

We also need uniform data at the Federal level when we have many concerns that overlap into areas of manpower, Indian affairs, labor, education, agriculture, and so forth where data on unemployment, job needs, opportunities for employment, and so forth, differ in varying degrees.

With the apparent effect of Public Law 93-638, I believe we may have some problems with programs in secondary schools on or near our Indian reservations. I would like to see these funds exempt from regulations which deal with commingling of Federal funds since they are often the only local funds available for matching. These restrictions may tend to block attempts to provide equal opportunities for these citizens.

I hope that Glenn Barnes on our panel and others who are more aware of these conditions will speak to this problem. I also hope that members of the Indian Education Panel will speak to this situation.

I want to conclude my remarks by referring to some of the things we are doing in South Dakota and to the other members of the panel who bring with them their expertise and wisdom. We have a very active State Advisory Council for Vocational-Technical Education which is represented on our panel by its chairman, John Reese.

Also on that council and representing administration of schools with high Indian enrollment is Glenn Barnes. We also have many active advisory boards on the local level. They are represented on this panel by Florence Holten. Vocational educators are represented by Deloris McDonald, president of the South Dakota Vocational Association.

We operate five postsecondary [illegible] institutions which are represented on this panel by Dr. Robert Cockle who is also on the administrative team of our first multidistrict secondary program.

We also have a board member from one of our multidistrict programs, Andrew Fischbach, whose district is served by mobile classrooms because of the great distances between schools involved.

I believe that their testimony will show that we and they have used Federal funds in a variety of ways to meet the special needs of our State in an attempt to give each of our students equal opportunities in vocational education.

I hope we can be helpful to your committee. We will try to answer any questions you have.

Mr. HALL. Thank you.

Since my voice is somewhat weak from the flu, I will start with Mr. Quie on the questioning.

Mr. QUIE. Mr. Stormo, what percentage of the Federal funds are retained for State administration?

Mr. STORMO. I did not get those figures separated out because the figures that were reported as our State administration include our contractual services which involves our teacher training, contracts with the board of regents, and the colleges. I would have to refer that question back to one of the State administrators. I am not sure if I can pull that figure out.

But when I think of State administration, I think of the staffing of the office at our State capitol and their services to the people. The figure that was included by the General Accounting Office includes our contracted services, which involves a great deal more than just administrative expenses. Does that answer your question?

Mr. QUIE. Maybe Mr. Oleson has it.

Mr. OLESON. The figure that shows up in the hearings would be the figure for all ancillary services which would be inclusive of teacher training and so forth.

Mr. QUIE. Could you divide into State administration, on one hand, and ancillary services, on the other?

Mr. **Oleson**. Yes; I've sent this to the college professor's office and I would be glad to get you a copy.

Our State administration would be right in the neighborhood of 5 percent.

Mr. **Quie**. When you say the difficulty of the 5 percent, is it because of the consideration of ancillary services? Are you close to it or far away, or is it the base, that you may be strapped a little bit, but not very much, by the 5 percent?

Mr. **Stormo**. I was concerned with the figure they used to represent State administration.

Mr. **Quie**. I appreciate your recommendation, Mr. Oleson, to match the State administration. How much of State administration, which is different from ancillary services, comes from State funds as compared to Federal funds?

Mr. **Oleson**. Just about 50–50. We strongly believe in having an investment in that program.

Mr. **Quie**. As I recall, there are only two States, Washington and California, who put about 100 percent Federal money into it and those are the ones that would be affected the most.

I appreciate the question on forward funding, too, but I just wanted to indicate that 1977 will be forward funded for the first time. We will relieve that problem hopefully.

Let me ask Glenn Barnes, you suggested we go to him, about the questions on Indian reservations and the commingling of funds.

Could you go into the Federal prohibition on commingling funds and how you would like it to work?

Mr. **Barnes**. At the local district, we do not have the problem or the restrictions on commingling of funds as they come into our general funds and can be used in the same way that local taxes would be used. I don't see our problem in restrictions on commingling.

Our problems are getting funds period. With the vocational program we were able to start what we feel is a good vocational program for our students. And, by the way, about 80 percent of our students are Indian students. Our school district is located wholly on the Rosebud Indian reservation.

We were, by the use of disadvantaged funds from the State, I think they are completely Federal dollars, able to start the vocational program with the idea that each year——

Mr. **Quie**. Excuse me, are you talking about title I funds?

Mr. **Barnes**. No.

Mr. **Oleson**. Part A, 100 percent part A.

Mr. **Barnes** [continuing]. With the idea that we would be able to pick up additional percentages each year. In other words, start out at 10 percent and drop down to 75 coming from the State, 50, and so on, which is great and it would give us the opportunity to start the programs.

The problem that we are running into now are two particular parts of Public Law 93–638 and I am sure that some of you gentlemen are aware of the problems.

One deals with the operational support for those school districts with a large number of Indian students and nontaxable land. Now, there has been money set aside for operational support. Under Public Law 93–638, this is going to be reduced starting this coming year by one-third. In other words, we are going to lose one-third of the operational moneys under the Johnson-O'Malley program each year for the next 3 years as well as Sisseton and approximately six other districts in the State.

Another part of 638 that I think directly speaks to and will hinder vocational efforts is that in order to qualify for operational support we have to prove that we need the money to meet basic education, programs. In other words, your minimum State standards. We have, as Mr. Oleson mentioned earlier, a comprehensive high school. Our standards are well beyond the minimum State requirements.

In order to qualify for the operational funds under JOM we would have to cut back our program and we would have to certainly consider cutting back in the area of vocational education, cut back to the very minimum in order to qualify for these funds which we need to operate basic programs.

I don't think that was the intent of Congress when they passed 638, to actually hinder educational opportunities for Indian kids. I just can't believe it, but that's where we're at.

It is a situation that we have been fighting with the Commissioner and we are losing, very frankly.

Mr. QUIE. I don't think there was any intention on the part of Congress of that, either, but one of the problems Congress has is to be sitting out there in Washington and trying to look back at the problems of States. One tends to understand the problems of his own State better than anybody else's State.

We are pleased to have somebody from South Dakota on our committee now so that we can do something about it. Also, BIA education programs are under the jurisdiction of our committee for the first time in this Congress. We will be able to do some coordination. Plus, we are trying to educate ourselves because we were pretty woefully ignorant about Indian education until this Congress. This Congress is a learning process. This was always handled by Interior Committee before.

Mr. OLESON. I want to add one comment to it. There is only one reservation where we have a problem with commingling of funds. This would be the Pine Ridge Reservation. The other reservations have schools operating with local boards of education. The Bureau is where we run into the problems.

Mr. QUIE. To what extent do you have five vocational-technical districts in the State?

Mr. OLESON. Five postsecondary schools. They are not limited to a certain area because many of the programs will serve statewide.

Mr. QUIE. They are administered as being in certain areas but then people can move across.

Are any of them located on an Indian reservation?

Mr. OLESON. They are located near. We have one in Rapid City, one is Sturgis. It is quite near the Pine Ridge Reservation. Watertown is near the Sisseton Reservation. Mitchell is not too far from one.

Mr. QUIE. Florence Holten of the local advisory board.

Ms. HOLTEN. Yes.

Mr. QUIE. To what extent are there Indians on the local advisory boards, especially the ones that are close to a reservation?

Ms. HOLTEN. I am the exception from that because our Indian population here in Sioux Falls is probably the lowest of any of those five districts, but we do have two Indians on our approximate 25-member board.

Mr. QUIE. How about the other ones, does anyone know?

Dr. COCKLE. Yes, we have an eight-member advisory board and we have no Indians on it. We are, of course, not on the reservation.

Mr. QUIE. But you are next to the reservation?

Dr. COCKLE. About 60 miles.

Mr. QUIE. Do you know of any of the other ones, other than Sioux Falls, that have Indians on the advisory boards?

Mr. OLESON. Mitchell? How about Sturgis? Rapid City? Evidently not.

Mr. QUIE. That is interesting. The region with the fewest Indians has the most Indians on its advisory board.

That is all the questions I have.

Mr. PRESSLER. I have a line of questions here that I am very curious about. In South Dakota, do we have a tracking method in our schools, in either postsecondary or secondary education, where we can find the results of the student graduates from a postsecondary vocational program? Could we find out whether or not she or he gets a job and in 2 or 3 years? Are we checking our product is what I am saying.

Ms. HOLTEN. I think that is one place where your advisory councils have really worked because they ask for the results, they ask for the surveys, and they evaluate them. Even the educators are evaluated.

I think if all education operated on this theory it possibly would be much better off than it is now.

Mr. PRESSLER. What have you found, what are some of your findings?

Ms. HOLTEN. We have found that in most of our programs here in Sioux Falls the people have gone into the field they were trained for. In fact, we have even had problems on a couple of our programs where we have too many job opportunities that quit before they are even finished with the entire program because there is a need for these kind of people.

Diesel mechanics, I believe, is one where we have a difficult time holding them long enough to graduate them formally. In our LPN program I think the opportunities are about 100 percent on that.

Mr. PRESSLER. Are there some programs in which your percentages are lower?

Ms. HOLTEN. A few, and then we go in and really reevaluate them and say what's wrong, what's wrong with the training. We put the craft committees to work and say aren't we teaching exactly what the industry needs.

The craft committees are a valuable tool in vocational education, too.

Mr. PRESSLER. I suppose this gets difficult. What would you do in the case of a young person who takes training in, let's say, diesel mechanics or mechanics and goes back to his father's farm and uses his skills, or someone perhaps who takes training in other areas and doesn't take a job but uses it anyway; how does that show up in your statistics?

Ms. HOLTEN. I don't think that too often happens. You possibly, on the female students, have them having children and out of the labor market for awhile but then maybe later on they pick it up.

I think one of the recommendations that I made in my report, too, is that there should be a career advancement type thing. For instance, people should be able to be given some credit for past training that they have. Also, if they want to go on to a further academic program, they shouldn't have lost that time. The steps should be more formalized where they can work up in the program.

I think this encourages people to work for a better job.

Mr. PRESSLER. Another unique aspect of South Dakota is our sparse population in some areas. I might ask about our use of the mobile unit.

Mr. Fischbach, maybe you are the person most qualified to tell about that.

Mr. FISCHBACH. Just what do you want to know, sir?

Mr. PRESSLER. How does it work?

Mr. FISCHBACH. You mean kind of the mechanics of the thing?

Mr. PRESSLER. Yes.

Mr. FISCHBACH. These mobile units are in a trailer-house type of building. We move them about the district in a circular motion. On my testimony I have a map showing the size of the district, the miles involved, and so on. We move them at the end of every semester so that they are in one town for one semester. We have 2-hour sessions and, for the most part, these sessions are pretty well loaded to capacity. We like to keep the classes down to about 14 if we can, just because of the limitations of the physical facility involved.

Our response to them has been very excellent.

Mr. PRESSLER. Are there any chances for continuing education in a community like, let's say, a farmer who wants to take a course? Can he take advantage of this?

Mr. FISCHBACH. Continuing, as far as our program is concerned, we are unable to provide any continuing to this. What we hope to accomplish in the main is to excite a little interest, to show these people a direction that they might consider that without these units they might not even think of. Take, for instance, the quantity of foods preparation unit that we have. We have a kitchen in there and meatcutting equipment and so on. Several of our kids have already joined the Army with the purpose of getting into food preparation and learning more about food preparation.

We hope to be able to incite interest so that they will continue and learn more about any particular area that they might be interested in.

As far as being able to provide a finished product, it is pretty hard in just one semester, but you can't compare that with the facility where you can do the whole job. You have to compare it with what we had before, which was zero.

Mr. STORMO. In your question, continuing education, I wonder if he misunderstood.

Were you thinking of adult education?

Mr. **Pressler.** Yes. I am thinking of, let's say, the concept in a community of someone who should wish to take a semester's course in some trade area that might be related to their work. Even though they might not be a student in school, how would they qualify? Do we have a program like that?

Mr. **Stormo.** I thought you were talking about adult education, beyond high school.

Mr. **Fischbach.** Yes, we make these units available after school hours. They have evening classes for anyone in the community that is interested in this particular thing. The instructors make them rather flexible so that they can take their areas of specific interest and proceed in that direction with this unit.

We have had a very good response in that area.

Mr. **Pressler.** We do have your testimony which is very good which covers that. If I may I might just touch on one final question.

In your State of Illinois, of course, there is a close relationship between the junior colleges and vocational education. I guess Mr. Stormo would be the best here to perhaps define the relationship, or potential relationship, between our colleges and vocational education.

Mr. **Stormo.** It is difficult to describe that relationship because it varies so much with the individual college. But we do not have a planned program where persons attending a given number of hours in a post secondary vocational program can get a given number of credits in any college.

We have had experience, though, with persons completing a program in an area vocational school being given credit in a college program for the things they learn that would apply to the college program they are in.

I don't know if I made that very clear but, for instance, in our farm management program in postsecondary vocational school, a person could go from that into a college program in agriculture and that college could give them some credits, but there is no distinct plan drawn up whereby the college must follow a given procedure. It is up to the individual college. Does that answer your question?

Mr. **Pressler.** Yes. But, now, you mentioned something in your testimony about the use of college buildings in the future. What do you envision here?

Mr. **Stormo.** I envision areas where college enrollment has declined to the point that some colleges have facilities available for use that will be used for vocational education before any other vocational buildings will be built for that purpose.

I tried to point out that we are doing that at Springfield, for instance, where college enrollment has gone down. There is a need for those type of facilities in vocational programs. We are using that with cooperation between the two levels of education, vocational and postsecondary.

Mr. **Pressler.** Deloris McDonald is head of the vocational teachers. Are there any unique problems in South Dakota that the committee should know about from the teacher's point of view? Do we have a good supply of vocational teachers or do we have a surplus?

Ms. **McDonald.** We have a good supply for the programs we have. Of course we need more programs and expanded programs.

We aren't meeting the needs of all of the students. I know from my personal standpoint in the practical nursing program we have files of applications that are waiting to get in. Right now on paper we've accepted into just about 1978.

What we could be doing is, if we had new programs going, other than practical nursing. I am sure that we could find other areas for these people to go into rather than waiting that long.

Teacher training and inservice is another thing that we do need more of. So many of our vocational educators come from labor and have not had formal teaching. They are not teachers by trade. Just to keep up the trends, the changes in the industry all of the time, it is very important that they have good inservice programs.

Mr. **PRESSLER.** Mr. Chairman, that is all my questions.

Mr. **HALL.** Thank you, Mr. Pressler.

Could one of you speak to something in the nature of set-asides for the disadvantaged. What are you doing in this area?

Mr. **OLESON.** The following panel has people from those institutions.

Mr. **HALL.** That will be fine.

Could someone in this area, then, speak to the input of the community college and the direction you are headed there?

STATEMENT OF DR. ROBERT COCKLE, SUPERINTENDENT OF SCHOOLS, WATERTOWN INDEPENDENT SCHOOL DISTRICT

Dr. **COCKLE.** I am Dr. Cockle from Watertown, superintendent of schools. We have one of the area of schools with approximately 700 students in the areas of agriculture and health and trade and industrial areas. We also have a secondary program, one of the original multidistrict programs, with 10 schools in our area that have gone together and formed a program.

I guess I would like to just make a few remarks about our postsecondary institution. We were accredited recently by the State board. We will be appearing before the North Central Association of Schools and Colleges on the 29th of March for our candidacy for accreditation.

Students are eligible for all of the college work-study programs. All of the basic educational opportunity grants, and the other grants that are available to postsecondary students throughout the United States.

We feel that we have really benefited. Your particular remark on this, Congressman Hall, where $4 of local and State money have followed each Federal dollar I think has really pointed out the interest there is in vocational education at all levels.

Our particular district has spent about $3 million on buildings and equipment. Now, in our State 50 percent of those funds, in other words half of that money, comes from the local district to run what we call an area school, which is, in all reality, a statewide and even nationwide school.

We have 15 States represented and I think about 80 percent of the counties of South Dakota represented in our student body.

I guess what I could say is that vocational education is very important in our particular district. Our district has invested money, time, and a lot of effort, and we have seen a lot of success by our students.

I think our secondary program, we have tried to make exploratory in nature. We don't have enough time for actual skilled training but we would like to have the students see as much of the various types of work as they can and then make their decision in the postsecondary programs, either academic or vocational.

We would certainly thank you, first, for the work that has been done in the area, and encourage you to proceed with your ideas.

Mr. OLESON. I just wanted to comment on the first basic question in regard to community and junior colleges. We have no community or junior colleges in South Dakota. We have seven State supported institutions of higher education, four teachers colleges, a State university, and the University of South Dakota and the School of Mines.

Mr. HALL. I appreciate learning that helpful information.

Thank you very much.

I was going to direct a question at you, also. I think you indicated earlier that you were proud of your placement and followup. Just what do you do in the way of followup? I guess what I am asking you is how long do you keep tabs on someone once you place them?

Ms. MCDONALD. Through statewide efforts—are you going to be on a panel later, Keith?

Mr. HALL. I am ahead of myself here. Let me say that all of you who have written testimony we intend for that to be included in the record entirely. When you make your presentations, if you want to condense them or consolidate them and talk more off the top, that is fine. But all of your written testimony will appear in the record.

Mr. QUIE. Mr. Chairman, let me ask Mr. Reese, do you have with you your annual report of the State advisory council?

Mr. REESE. I believe, Congressman, I do have a copy of it. If I don't have it here, I certainly can get you a copy before the morning is over.

I guess I didn't bring one with me but the executive director is here and he can get one. [Material at end of Panel discussion.]

Mr. QUIE. How extensive is your evaluation? We give authority to the State council to do an evaluation on the State program. How extensive is that?

Mr. REESE. In past years our evaluation report has been a rather lengthy report. This year we have gotten away from that and I believe our report was about 10 typewritten pages long, written in rather conversational style without a lot of tables of data and this sort of thing.

We had about 10 areas in which we commented on the State plan and I understand that other States are intending to go in that direction, too, with their evaluation report.

Mr. QUIE. I would be able to make a judgment after I take a look at it and see how far you go.

Did the State permit you to have signoff authority on the State plan?

Mr. REESE. Yes.

Mr. QUIE. In most of the States that doesn't occur but I thought South Dakota was a little more advanced than some of the States.

Thank you very much.

Mr. HALL. Any more questions?

STATEMENT OF FLORENCE HOLTEN, LOCAL ADVISORY BOARD MEMBER

Ms. HOLTEN. Congressman Hall, you referred to the community college. Perhaps I should give you my report because we refer directly to that.

We had a point of total frustration here in Sioux Falls. We have a little bit different problem. We don't have so-called minority problems. Being a community, a county, of about 90,000 people, about 15 percent of the population and a great deal of the industrial-type population of the State, we felt that we were not meeting the needs of either the students or industry.

Our committee, we had a very, very thorny session, we just said we are not making it. We have to do something to get this on the ball and moving. So we wrote a very strong letter to the State department of vocational education, our local school board, the State advisory council. When our local school board got it, they immediately pitched the ball right back at us and said, "What should we do about it?"

We felt there were four alternatives. Either have a separate and new legal entity, probably a regional agency having power to operate a post high vocational program and taxing authority—and the taxing authority is mighty important because we were not successful in working out the multidistrict-type thing that Watertown was. The smaller school boards around here just said, "Well, Sioux Falls has a lot of money, go ahead." The school board said, "No; we don't, and our major responsibility is K through 12."

We were just at an absolute standstill. We felt that that would not work.

Another one was assigning responsibilities to the board of regents for post high programs here in Sioux Falls. We had some people on our committee who were very, very adamant in saying it probably wouldn't be kept as vocationally oriented as we wanted and some of the training sites would not be as good as Sioux Falls could provide.

The next one was, the local school district could give us more money, and right now they are behind on building grade schools. They just built one that was desperately needed. There is at least one area of town that developed so much faster than the school system has that we just couldn't be critical of their honesty on that point.

The last alternative was an involvement with the community college which is presently being formed by three private colleges here in Sioux Falls, the Augustana College, the Sioux Falls College, and the North American Baptist Seminary.

So after many thorny sessions we decided that this was the alternative we wanted to take. That is presently in the negotiating stage and should be operational by September of 1976. We are trying something different here.

Mr. HALL. Thank you.

Larry, have you any questions?

Mr. PRESSLER. No.

Mr. QUIE. One that throws me, though, the private colleges don't have taxing authority. How are you going to get the money?

Ms. HOLTEN. It would be contracted through the local school board and they would have control of the programs. The programs would be submitted just as they presently are and through the State department of vocational education.

Mr. QUIE. You would use private college facilities?

Ms. HOLTEN. Partially, yes.

Mr. QUIE. And ongoing programs would be funded through tax?

Ms. HOLTEN. Yes; and there would be hopefully about the present commitment by our local school district.

Mr. HALL. If I understood you correctly you indicated that you felt perhaps industry hadn't been properly served. Did I detect that?

Ms. HOLTEN. Exactly.

Mr. HALL. Could someone speak to the degree of involvement of business, industry, and labor, in your vocational education programs? Do you have a good input?

Ms. HOLTEN. Yes; we do. We have about a 25-member advisory board. Is that what you are referring to?

Mr. HALL. Yes.

Ms. HOLTEN. This represents government, such as the State employment office manager, trades—several trades are represented on our advisory board—and a variety of industries, plus the two Indian members.

Mr. HALL. Do they actually get involved in the programs?

Ms. HOLTEN. Yes; and, in fact, they spent many, many hours on this committee work.

Mr. HALL. Very good. Thank you very much.

Mr. PRESSLER. I want to thank this panel very much.

[Printed statements in connection with presentation of panel No. 1 follow:]

PREPARED STATEMENT OF CHARLES STORMO, CHAIRMAN, SOUTH DAKOTA STATE BOARD OF VOCATIONAL EDUCATION

I am Charles Stormo, Hayti, South Dakota, Chairman of the South Dakota State Board of Vocational Education. We are a seven member board appointed by the Governor and confirmed by the Senate. One of our members is on the State Board of Elementary and Secondary Education and one is on the State Board of Regents. Three members represent users of vocational graduates and two are appointed at large. We are the head of the Division of Vocational Education and our chief administrative officer is Mr. E. B. Oleson, State Director of Vocational Education.

I believe we have a very good arrangement for the control of all vocational education under the single board with close coordination between secondary and post-secondary programs enhanced by the cross-membership of our boards.

Mr. Chairman, it encourages me that you and your subcommittee are using your valuable time and expertise toward strengthening the federal legislation on Vocational Education. It is humbling that you seek our advice and ideas. I hope our suggestions and our answers to your questions will be useful in your deliberations.

In a brief review of the first two volumes of testimony before this committee, I found a few comments that apply to our situations and many that apply to more urban areas and industrial economies. I want to speak directly to two recommendations by the General Accounting Office.

The General Accounting Office suggests sharing facilities. Facility needs differ greatly between academic and vocational courses but, wherever possible, we are sharing facilities and finding new uses for unused ones. We are presently working out final administrative procedures with our Board of Regents to use some college buildings that are under-utilized at the present time. They are of the type that can be easily converted to the needs of an area vocational institution. We expect to be operating one post-secondary institution in former college facilities and vocational students will be sharing dormitory facilities with college students.

The GAO also suggests that state administrative costs should not exceed five percent of the federal funding. Small local units and great distances in a state with a relatively low population, such as ours, make it expensive and difficult to provide equal opportunities in vocational education, especially at the secondary and adult levels. We would be hurting if that recommendation were to become part of the law.

In that regard, allow me to call your attention to page 101 of these hearings where a table shows the state administrative costs of those states having a separate Board of Vocational Education. The figures used in that comparison are for fiscal 1973, at which time we did not yet have a separate board.

Several places in the testimony, references have been made to the formation of a department of vocational education and manpower. I believe that anything that makes it easier for cooperation and coordination between these efforts will enhance our work and theirs.

Much has been said about forward funding. In our situation, it would be of immeasureable help. It would provide time for better planning and budgeting both for our division of vocational education and for our legislative committees. I would also request more exemplary funds or some kind of contingency fund to allow faster funding of new programs that were not requested and researched in time for the cumbersome budget procedures necessary for state allocations.

South Dakota is working on a uniform data bank so that the decisions in all departments of government will base their management decisions on the same data instead of basing some on each of a variety of "facts" from several different sources. We also need uniform data at the federal level when we have many concerns that overlap into areas of manpower, indian affairs, labor, education, agriculture, etc. where data on unemployment, job needs, opportunities for employment, etc. differ in varying degrees.

With the apparent effect of Public Law 93–638, I believe we may have some problems with programs in secondary schools on and near our Indian reservations. I would like to see these funds exempt from regulations which deal with co-mingling of federal funds since they are often the only local funds available for matching. These restrictions may tend to block attempts to provide equal opportunities for these citizens. I hope that Glen Barnes on our panel and others who are more aware of these conditions will speak to this problem. I also hope that members of the Indian Education panel will speak to this situation.

I want to conclude my remarks by referring to some of the things we are doing in South Dakota and to the other members of the panel who bring with them their expertise and wisdom. We have a very active State Advisory Council for Voc-Tech Education which is represented by its Chairman, John Reese. Also on that council and representing administration of schools with high Indian enrollment is Glenn Barnes. We also have many active advisory boards on the local level. They are represented on the panel by Florence Holten. Vocational educators are represented by Deloris McDonald, President of the South Dakota Vocational Association. We operate five post-secondary area institutions which are represented on the panel by Dr. Robert Cockle who is also on the administrative team of our first secondary multi-district program. We also have a board member from one of our multi-district programs, Andrew Fischbach whose district is served by mobile classrooms because of the great distances between schools involved.

I believe that their testimony will show that we and they have used federal funds in a variety of ways to meet the special needs of our state in an attempt to give each of our students equal opportunities in Vocational Education.

I hope we can be helpful to your committee. We will try to answer any questions you have.

PREPARED STATEMENT OF JOHN REESE, CHAIRMAN, ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SIOUX FALLS, SOUTH DAKOTA

Gentlemen: The South Dakota Advisory Council on Vocational Education would like to share with you our opinions on two major matters of governmental process which affect education, particularly vocational education.

Our taxpayers' employees, elected and otherwise, have been doing a lot of talking about planning and accountability. A lot of the taxpayers' money and employee effort is being spent to "plan" long-range government programs. The people of our Nation and their elected representatives intend to hold the administrators of these plans responsible for their performance.

Congress, through long-standing tradition, annually appropriates money. Occasionally it appropriates it in accordance with the "enabling" legislation and the "plans." Each year Congress tries to fund and implement its previous intentions. To make our programs effective we need to meet future needs. Administrators must act now to meet these needs. We do not feel that traditional annual funding is adequate.

We are puzzled as to how Congress is going to hold the planners and administrators accountable for long-range plans and goals when it does not commit funds and authority except on a short-term basis.

The Federal funds we have received have helped South Dakota to build a good system of vocational education. From our present base we hope to improve and expand it. To do so we need funds to maintain our core of proven, successful vocational programs. They are creating a national asset—trained, taxpaying citizens—so we think it equitable that our Nation's government pay its share. To properly support the core of programs, now proven successful, it is essential that our administrators know how much money they can count on having, not just next month or next year, but for several years in the future. For experimental, innovative, and exemplary programs we feel that the Congress should maintain annual review and control over the funding. In short, we feel that proven programs deserve long-range commitments and experimental programs should be closely inspected by our elected representatives each year.

What we are asking you to do, in your new vocational legislation and in your continued work in the Congress, is to help us intelligently plan the investment of our taxpayers' money for the long-term needs of vocational education. If we don't know from one year to the next what your share of our funds will be, our administrators cannot be held accountable for the achievement of long-term goals. We wish to hold them stringently accountable for their performance.

We realize that the funding process is not entirely a Federal problem. We also need longer term commitments from our state legislature. We intend to work toward achieving that. It would be helpful to us if our federal government set the example for the states.

We really believe that the Penn Central Railroad proved that long-term commitments should not be funded on a short-term basis.

Also, in various legislative proposals, particularly Senator Pell's Education Bill, we have noted a trend to allocate memberships on the governing boards of vocational education and their advisory councils to the heads of various state agencies or their designees. We appreciate the point that such allocation of membership would encourage inter-agency participation and improve communication. However, we feel that we are paying these same people to cooperate with each other already. Since it's our (the taxpayers') money, we would be happy to give them time off from their other duties to attend these public meetings to avoid duplicating their efforts in our behalf and to save us money. Despite any potential improvement in communication or improved cooperation, we believe the control of vocational education belongs in the hands of bi-partisan citizens' boards whose members' economic well-being and progress does not directly depend on a short-term success or appearance of success of the governing board's decisions or the Advisory Board's actions. With respect to our Advisory Council we need more employers advising our vocational board, not more bureaucrats.

Thank you for receiving our testimony. If we may be of further assistance please feel free to call upon us. On behalf of the Advisory Council,

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PREPARED STATEMENT OF DELORIS McDONALD, PRESIDENT, ON BEHALF OF SOUTH DAKOTA VOCATIONAL ASSOCIATION

Mr. Chairman and Members of the Committee: My name is Deloris McDonald. My background includes employment as a registered nurse in a hospital setting and teaching practical nursing, secondary health occupation classes and post-high nurse aide courses at Southeast Area Vocational-Technical School. In 1974, I received my bachelor of science degree in education with a major in vocational education. Since that time I have had the position of Coordinator, Health Occupation Programs of the Southeast Area Vocational-Technical School located in Sioux Falls, South Dakota.

As president of the South Dakota Vocational Association, my testimony today is in behalf of the vocational educators of this state. I also have concerns as a housewife, mother of four children, and a citizen of South Dakota.

Since my prime responsibility today is to the educators of this great state, I will speak to issues of import to this group.

The major concern is the passage of legislation that will assist the states in continuing existing programs and the addition of new to meet the changing needs of communities and allow individuals of all ages to become productive citizens in the work force.

There has been a 9% increase in enrollment nationally each year and it is anticipated that by 1980, there will be an excess of twenty-one million students enrolled in vocational programs. To keep in line with rising costs and to allow vocational education to continue serving a need as is presently being done, it is imperative that funding increases.

The success of vocational education since 1963 seems to be a threat. There are indications that little attention was given to vocational education until it began to grow and is now big business. Presently, everyone wants to help us spend our money.

Administration's proposed budget for FY '77, which would reduce vocational education funds and consolidate these funds with legislation involving elementary and secondary education, would be detrimental to vocational education. If passage of this budget should occur, it is with certainty that funding would not be fairly allocated.

Vocational education is also finding itself taking a back seat to CETA. A duo system is developing which involves the Department of Labor and the Department of Health, Education and Welfare. Appropriations to CETA this year totalled $4.4 billion in comparison to $675 million to vocational education.

A second concern is the definite need for teacher and inservice training. Many of our best instructors come from trades and industry. Actual experience in the world of work provides much expertise. They do, however, need direction in the field of teaching which indicates teacher training. The traditional academic classroom courses such as history, English, etc., do not necessitate keeping up with trends as does vocational education. Thus, the need for inservice programs to allow vocational educators to keep abreast of new trends.

Another concern, not directed to budgeting of funds, is the apparent discrimination against vocational schools regarding accountability. Vocational schools, in order to continue to be funded, must provide evidence of placement. This requirement I do not oppose. We certainly can provide greater percentages than colleges. The fact remains, however, that vocational schools are held accountable and in actuality with less reason, since greater percentages of graduates are placed than graduates of traditional programs.

As a mother and citizen of South Dakota, I am concerned that only 15% of the children entering kindergarten ever complete college. Schools today, grade K-12, still direct their energies towards higher education. Less concern is given to developing a knowledgeable citizen and a productive worker. Students graduate from high school lacking self-awareness, career objectives, and little knowledge of being managers of households in preparing budgets, filling out income tax, understanding insurance, etc. Even the age-old reading, writing and arithmetic seems to have lost priority.

Statistics state that over 40% entered college in South Dakota last fall. I am not too excited about that figure, as possibly only 50% of those who entered college will graduate, and they will most likely leave the state to areas where opportunities are greater.

The 60% who did not enter higher education are deserving of the best possible preparation in industry. They, too, should be the recipient of federal monies in the form of new and expanded programs which will prepare them for the work force. Choices of diversified vocational possibilities in this state are limited. This necessitates a potential student leaving the state to obtain the training he desires and strengthens the probability of his loss to South Dakota.

I have a deep concern for vocational education and have difficulty understanding why it is not given the priorities it deserves. In the city of Sioux Falls, particularly, vocational education is not high on the priority list. Industry is not attracted to this state, but I am of the positive opinion that it is because we are not vocationally oriented.

Since I have been involved in vocational education, I have come to understand its validity and attempt to give vocational education the applause it deserves.

PREPARED STATEMENT OF GLENN A. BARNES, SUPERINTENDENT, TODD COUNTY SCHOOL DISTRICT, MISSION, SOUTH DAKOTA

As the superintendent of a public school district located on the Rosebud Indian Reservation for the past eleven years and as a member of the South Dakota Advisory Council on Vocational Education since 1969, I have become actively aware of the importance of vocational educational opportunities in our schools.

If we are to accept the premise that it is the responsibility of secondary schools to provide their graduates with either a job entry saleable skill, or the tools with which they can successfully continue their training to obtain saleable skills, then we must accept the fact that vocational educational opportunities must be available to all interested high school students.

The tremendous growth of vocational education in the past few years can be, I believe, traced directly to the Federal Vocational Educational Amendments passed in 1968. The federal government took the leadership in an area that most of our states were neglecting. I feel that the federal government must continue to provide leadership and funds for voc/ed, and at the same time work with states and local school districts so that they will accept their equal role in planning, implementing and providing funds for continuation and expansion of this most important training.

I believe we also have to recognize that vocational education does cost more initially than the traditional college prep courses. A smaller pupil-teacher ratio and expensive training equipment accounts for much of the increased cost.

I feel further that government leaders at all levels must be brought to realize that the expense of vocational education is really an investment in young people that will be repaid many times through their contribution as productive citizens.

South Dakota is basically a rural, agriculturally oriented state, with many small schools, some of which are located relatively long distances apart. These factors further increases the cost of delivering vocational education to South Dakota youth.

In the case of the small school, it becomes economically unfeasible to offer vocational programs at each school leaving, as the only viable alternatives, the transporting of students to the programs as is done in the multi-districts or bringing the program to the students via mobile classrooms. Both of these alternatives are successfully practiced in South Dakota but admittedly do increase the cost of vocational education.

In the Todd County School District, located wholly on the Rosebud Indian Reservation, we have most of the same problems as other school districts plus additional ones caused by economic conditions, cultural differences and bureaucratic restrictions.

The dropout rate is much higher than it should be, and among reasons for it is the problem of relevancy of the educational program for our young Indian people. We have attempted to develop a comprehensive high school to meet the needs of all the students. As part of the total program we have significantly expanded the vocational offerings to a level not usually found in a school of our size. We felt that this was one way to combat the student retention problem and to give the young people an opportunity to explore in various areas before determining their post high school plans.

It now appears that the Todd County School District along with about six other South Dakota school districts are going to be severely penalized for having any program that goes beyond the bare minimum state requirements.

About seven school districts in the state of South Dakota have had to rely on monies received under the Johnson-O'Malley Program for support of the basic educational program. These seven schools qualified because of the number of Indian children enrolled along with the absence of an adequate tax base because of Indian owned tax exempt land.

During the past year the Johnson-O'Malley Program was incorporated in Public Law 93-638. There are several objectional rules and regulations involved with the implementation of P.L. 93-638, but one in particular could severely hamper vocational educational efforts in public schools that rely on operational support for the education of Indian children. That rule is as follows;

Section 273.13—Proposals Eligible for Contracts

(b)(1) To contract for operational support, a public school district shall be required to establish as part of the proposal that:

(i) It cannot meet the applicable minimum State standards or requirements without such funds.

The key words are applicable minimum standards. This means to me that J.O.M. operational support can be used only to fund a basic educational program up to the lowest level or minimum state requirement. This means in effect that school districts such as ours, if we wanted and needed J.O.M. operational support, would have to cut back programs to a minimum level in order to qualify. This would mean the elimination of vocational education as well as many other offerings which we have.

What it does in effect is reduce the educational opportunities of Indian children. I can hardly believe that this was the intent of Congress when they passed P.L. 93-638.

In summary, I would urge Congress to continue to provide leadership in the vital area of vocational education and to appropriate money in such quantity so as to provide encouragement for state and local school districts to expand their vocational educational offerings. I would urge, further, that Congress keep a closer check on rules and regulations that are developed by the bureaucracy that can in some instances negate the intent of Congress.

PREPARED STATEMENT OF DR. ROBERT H. COCKLE, SUPERINTENDENT OF SCHOOLS, WATERTOWN, SOUTH DAKOTA

Vocational-technical education has made great strides in the Watertown Public Schools from the passage of the Vocational Act of 1963.

A post-secondary program of thirty-one course offerings with 700 full-time students in nine and eighteen month programs, and a Multi-District secondary exploratory program with ten course offerings at the secondary level with 500 part-time students have been the results.

We are proud of both programs.

The post-secondary institution has created a technical institute for the complete State of South Dakota. Three million dollars has been invested in equipment and buildings, fifty percent through local school district funds and fifty percent through state and federal funds.

The school has been program accredited through the State Division of Vocational Education for a three year period and has been recommended by a visiting team from the North Central Association of Colleges and Schools for candidacy for accreditation on March 29, 1976.

Students are now eligible for all federal grants and loans made available to post-secondary students. It is our goal to receive post-secondary institutional grants and loans upon accreditation by the North Central Association.

The secondary multi-district program has the benefit of local school taxes and general state aid for funding. The exploratory program prepares students for further study in their interest area. The two programs complement each other.

Eighty percent of the people in our nation need special skill training. We hope that through this committee hearing, we can project the thought that our national interest in education be used to expand the skill training through secondary exploratory vocational areas and post-secondary skill training programs.

PREPARED STATEMENT OF ANDREW FISCHBACH, BOARD OF EDUCATION, WEST RIVER INDEPENDENT DISTRICT NO. 18, CHAIRMAN OF NORTHWEST AREA SCHOOLS MULTI-DISTRICT BOARD

The Northwest Area Multi-District is formed of eight independent school districts operating nine high schools in an area of sparsely settled range and farm land in northwest South Dakota. The accompanying maps show this area, the miles between the schools and the enrollment of each. This area is by no means unique in the range area of South Dakota and surrounding states and typifies the great distances involved and the problems of trying to provide our children with a good high school education.

We have always been able to do fairly well in the academic areas. However, until the Northwest Area Multi-District was formed, we offered almost nothing in the area of vocational education. Lemmon offered a program in agriculture; some schools offered a limited Industrial Arts program and that was about it.

Financial problems are always with us in the schools of small enrollments. Just providing a basic program of 28 to 32 units of instruction very often requires an expenditure per pupil of double what it might be in a school of larger enrollment. Very often we end up with class size down to six or eight students in advanced math or science. These classes cost about as much as a similar class in a larger school where you might expect a class size of 25 to 35 students.

So our individual districts just cannot afford to go very far in the area of vocational education. This is why the mobile classroom has been chosen as our means of broadening our program. We realize its limitation. The program must be very much condensed to cover as much of the subject as possible before the classroom moves on, which is at the end of each semester. We do not attempt to put out expert carpenters or electricians but rather our goal is to expose our students to a variety of vocations so that they might have a better understanding of what these vocations are and if they might find they have a special interest in some particular area.

Our mobile classrooms were purchased and equipped by monies provided by the State Department of Vocational Education as an exemplary program. Frankly, without this assistance the program never would have been possible. The individual districts have all they can do just keeping up with the programs they have. Certainly this would seem to be an area in which federal spending might be used most efficiently. The emphasis must be on the local needs and the closer to the problem the administration can be, the better and more efficient the program can become.

These local school district boards know what their problems are and how best to cope with them. They can work with state education department officials. We get to know these people and they know about our problems. The less we have to deal with federal officials, the better off we are.

I have included with this testimony a list of our mobile classroom units and their schedule for 1975–76. These units were chosen by the multi-district board. Two units of agriculture were included because this is the principal industry in our area and we wanted all of our students to have an opportunity for some special instruction in this field. We also make our units available for adult education as they move through our area and the particiption has been most gratifying.

NORTHWEST AREA MULTI-DISTRICT—MOBILE CLASSROOM VOCATIONAL EDUCATION SCHEDULE—1976–77

Harding County:
- 1st—General Metals
- 2nd—Agricultural Technology #1 (Plant & Soil Science)

Bison:
- 1st—Health Occupations
- 2d—General Metals

Faith:
- 1st—Auto Mechanics
- 2d—Health Occupations

Dupree:
- 1st—Building Trades
- 2d—Auto Mechanics

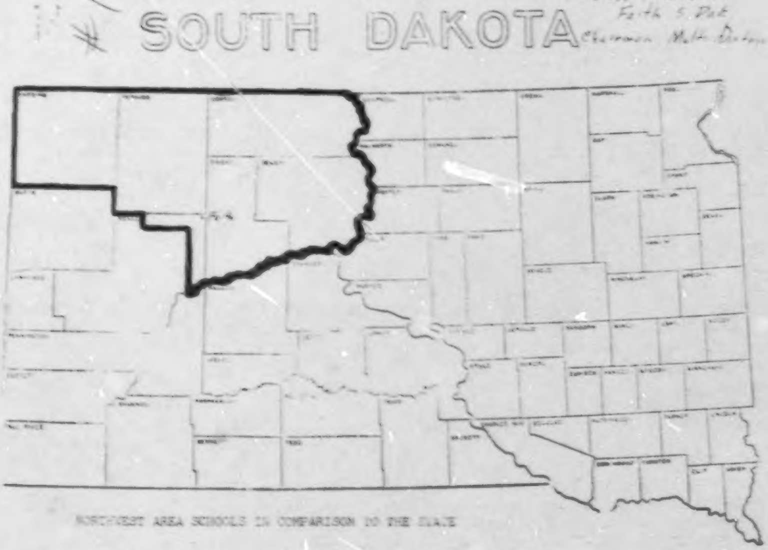
Isabel:
- 1st—Agricultural Technology #2 (Animal Science & Range Mgmt.)
- 2d—Building Trades

Timber Lake:
- 1st—Quantity Food Occupations
- 2d—Agricultural Technology #2 (Animal Science & Range Mgmt.)

McLaughlin:
- 1st—Electricity/Electronics
- 2d—Quantity Food Occupations

McIntosh:
- 1st—Sales & Distribution
- 2d—Electricity/Electronics

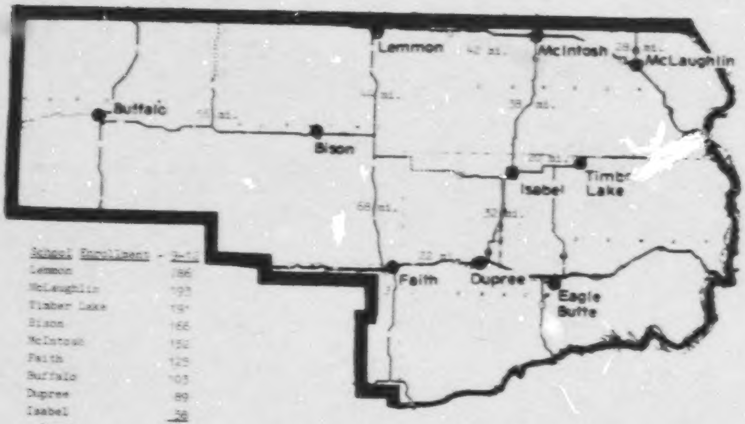
Lemmon:
- 1st—Agricultural Technology. #1 (Plant & Soil Science)
- 2d—Sales & Distribution



Andrew Fischbach
Faith S. Dak
Chairman Multi-District Board

NORTHWEST AREA SCHOOLS IN COMPARISON TO THE STATE

NORTHWEST AREA SCHOOLS



School Enrollment - 9-12	
Lemmon	186
McLaughlin	193
Timber Lake	191
Bison	166
McIntosh	152
Faith	125
Buffalo	105
Dupree	89
Isabel	38
Total:	1363

PREPARED STATEMENT OF FLORENCE HOLTON, CHAIRMAN, GENERAL ADVISORY COMMITTEE, SIOUX FALLS, SOUTH DAKOTA

The Advisory Council of the SEAVTS has truly operated as an advisory council in the purest sense of the word. Many man hours of work and deliberation have been spent by the members (names enclosed) who represent a variety of interests. Our craft committees for individual programs have also been very functional

This has not been an easy year for an advisory council. My letter of May voices the total frustration of our committee (copy enclosed). We feel that we cannot and are not meeting the needs of students or the community with our present facilities and funding. Evaluation by the evaluation team in November confirmed our decisions. Their report emphasized lack of funding.

Following my letter, the School Board authorized us to research four alternatives:

A. A separate and new legal entity, probably a regional agency having power to operate post-high vocational programs and taxing authority.

B. Involvement with a community college.

C. Assigning responsibilities to the Board of Regents for all post-high vocational education, including the possibility of contracting with local districts with Board of Regents funding.

D. The local School District continuing to govern with more adequate funding made available.

The recommendation was a difficult one. Each subcommittee researched and brought their information to the general committee. USD was not favored because the committee feared that the program might not be fully vocationally oriented and that training sites might not be top-flight. Other funding might require legislative action and cooperation of many forms of government which might take years to develop. The local School Board is already over-burdened meeting the needs of K-12. So a community college alliance was favored.

The community college, with the local School Board having contract control, seemed to offer the best umbrella for development of vocational-technical education in Sioux Falls. The State Board of Vocational Education and the local schools have given their support for this theory and contracts, effective September, 1976, are presently being negotiated between the School Board and the community college.

WHAT DO WE NEED??

Awareness

Increased public awareness of vocational education.

Cooperation from industry and the professions.

Encouragement for students: image for work ethic oriented jobs; loans and part-time jobs; job opportunities on graduation; and ability to work from one career step to the next.

Funding

Federal funding to supplement programs—for the average students as well as the disadvantaged.

Monetary support from state legislature.

Monetary support and guidance from local School Board.

Guidance

Continued guidance from government officials and concerned citizens to assure prudent use of funding.

Success for Vocational Education

Positive attitude of students, staff, advisory council, government officials and public to train people for the many occupations that our society needs filled.

MINI-PLAN OF VOCATIONAL EDUCATION FISCAL 1976

INTRODUCTION

This is the second annual report of cost and enrollment statistics for the Division of Vocational-Technical Education. We hope this information will answer many questions that have been or will be raised on Vocational Education.

We will attempt to improve on this data each year and supply additional information as we improve our methods of data gathering.

The cost data shown in the various tables is taken from local applications for the school year 1975–76 and is considered to be the best information available at this time. These local applications have been approved by the Division and are on file in the State office. Enrollment figures used in the tables were taken as of September 15, 1975, and will be used as the official enrollment for school year 1975–76.

In addition to the regular programs of Vocational Education, exemplary projects have been funded from special grants approved by the U.S. Office of Education.

E. B. OLESON,
State Director,
Division of Vocational-Technical Education.

WHEN I GROW UP I WANT TO BE

How many times have we heard our young people make that statement only to find ourselves turning a deaf ear to them? The youth of today are being heard when they make the statement, "When I grow up I want to be a plumber, rancher, farmer, homemaker, baker, carpenter, salesman, advertiser, electrician, chef, auto mechanics, nurse." The list of careers is endless.

These young people are being heard and listened to by the people in vocational education. Today vocational education programs are being offered on the secondary, post-secondary, and adult levels. Courses are being offered to the high school student who wishes to pursue a life-long dream, to the high school student who wishes to pursue a chosen career in greater depth, to the high school drop-out who finds himself locked in a non-skilled job, to the adult who wishes to upgrade his skills in a chosen profession or wishes to pursue a different occupation and to the adult to wishes to enter the labor market after an absence of several years.

VOCATIONAL EDUCATION—ITS GOALS

The controlling purpose of vocational education is to fit persons for useful employment. The needs of two groups of persons are served by the program: (1) Those who have entered upon, and (2) those who are preparing to enter upon, the work of various occupations in the fields of agriculture, business & office, distribution, health, homemaking, and trade and technical.

Vocational education programs provide for young persons in regular day schools and for out-of-school youths and adults, both employed and temporarily unemployed.

Vocational Education helps to give definite purpose and meaning to education by relating training to specific occupational goals. It is more inclusive than training for job skills: It develops abilities, understandings, attitudes, work habits, and appreciation which contribute to a satisfying and productive life.

The use of state appropriated funds and federal funds allocated to the State is limited to programs that are:

(1) Under public supervision and control
(2) Of less than college grade
(3) For persons over 14 years of age

Training programs are implemented on the secondary, post-secondary and adult levels providing extra services for the disadvantaged and handicapped in the following services:

Agriculture.—The program of Vo-Ag/Agribusiness is concerned with all the people in the school are who have an interest in agriculture. A complete program provides for well-planned and closely integrated action in the following areas:

1. A complete program of instruction in agriculture/agribusiness for high school students.
2. Day and evening school work in adult agricultural education programs.

The production of food, feed, and fiber and the agribusinesses related to them, such as seeds, feeds, fertilizers, and equipment have become critical national concerns. Essential to the solution of emerging problems are agriculture/agribusiness workers and leaders who are aware and accurately informed; who are well-trained in technical competencies in production mechanics, and agribusiness, as well as in management, marketing, credit, and world trade. Vocational agriculture/agribusiness has a major role in this education, especially for youth in secondary schools, young adults in post-secondary institutions and adults engaged in agriculture, through adult education classes.

The aim of vocational agriculture/agribusiness education is to prepare individuals for any agricultural occupation in which knowledge and skill in agricultural subjects is involved. Knowledge and skills in such subjects as animal science, plant science, horticulture, electricity, gasoline engines, arc and gas welding, woodworking, power machines and many more are included in the curriculum of a vocational agriculture/agribusiness program.

A large number of vocational agriculture/agribusiness students continue to develop occupational experience in a comprehensive supervised farming program. The tradition of the student, "learning by doing" continues to receive emphasis. However, changes in agricultural employment and education require a revision in the occupational experience program to include off-farm agriculture on-the-job training.

The Future Farmers of America (FFA) is the national organization of, by and for students of Vo-Ag/Agribusiness. The FFA is an essential teaching tool for the practical application of technical skills and lessons in leadership, cooperation and citizenship which are all vital to successful employment in modern agriculture.

Distributive Education.—Distributive Education is a program of instruction in the field of marketing and distribution. In the secondary schools of South Dakota, the cooperative method of training is used. This method combines related instruction in the classroom with part-time on-the-job training by a cooperative training sponsor. Essentially, the business community is used as a "school laboratory" in which occupational competencies are developed through supervised work experiences while directly related instruction is given in school.

Each student in the cooperative part-time program receives a minimum of fifteen hours per week of on-the-job training, and five hours per week of directly related in-school instruction.

Cooperative Distributive Education is a relevant and practical program of instruction that serves the needs of a great number of students in the development of a saleable skill needed to achieve success in the world of work. It is also helpful in the development of character, responsibility, maturity, judgment, and good job habits. This program serves to make schools more democratic, and the cooperation of the business community in furnishing training stations helps to keep the curriculum current, improves the communications between the school and the community, and provides a measure of much needed realism in our education system.

For our schools to fulfill their role as educational institutions with a goal of equal educational opportunity, the curriculum must be wide enough and flexible enough to provide each individual with the kind of education he needs to become a fully participating and contributing member of society. Cooperative Distributive Education, more than any other vocational program, is usually able to provide a relevant and meaningful on-the-job training experience for each student according to his interests—and at a very reasonable cost figure.

D.E.C.A.—Distributive Education Clubs of America—is the vocational youth organization that serves students who are enrolled in Distributive Education. DECA is considered co-curricular rather than extra-curricular and among other things serves to motivate students and provide leadership training.

Business & Office Education.—Business and Office education is a vocational program which prepares the student for employment in an office occupation such as secretary, stenographer, clerk-typist, bookkeeper, or data processing. In this program, skills, knowledge, and procedures learned in class are fused with experiences in an actual job or a simulated situation. Office Education may be terminal in nature or lead to further education and training. The basic philosophy governing the criteria for approved programs is that of vocational competence of the student. Other concommitant outcomes are development of office, communication, and job skills, and the development of students' attitudes and personalities. Business and Office Education serves regular, disadvantaged, and handicapped persons on secondary, post-secondary, and adult levels.

High school office education programs are senior level courses which may be either comprehensive or cooperative in method. In the former, the student spends a minimum of two hours a day in class improving and integrating his skills and simulating actual office situations. In the latter, the student spends one hour per day in class and three hours per day training on-the-job.

Post-secondary office education programs are offered in area vocational-technical schools for full-time students. They consist of a sequence of courses which provide the student with the skills and knowledge for entry level employment in an office occupation.

Adult education needs are being met through night classes in local high schools. Subjects such as typing, shorthand, bookkeeping, office machines, and data processing are offered for adults desiring supplementary training.

Home Economics Education.—The basic goal of vocational Home Economics Education is to provide training that will prepare youth and adults for the role of homemaker and contribute to the employability of youth and adults in the dual role of homemaker and wage-earner. The program has a two-phase program:

1. Consumer and Homemaking Education—provides instruction for secondary, post-secondary, and adult students to prepare them for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage-earner. Subject matter areas are: Human Development and the family, housing, home management and consumer education, food and nutrition, and clothing and textiles. The comprehensive program which includes all areas of homemaking may begin at the seventh grade level and special interest courses may be taught to 10th, 11th, and 12th grades. These special courses are year, semester, or quarter in-depth course in the different areas of con-

sumer and homemaking as: Labels and Law, Recycle Your Wardrobe, Personal and Family Relations, etc. Future Homemakers of America (FHA) activities are integrated in the total consumer and homemaking program.

2. Home Economics Related Occupations—Vocational education in home economics in the area of related occupations provides instruction for secondary, post-secondary, and adults that qualify individuals to engage in occupations involving knowledge and skills in home economics. In high school they are usually offered at the 11th or 12th grade level. This program provides instruction as: Child Care Aide which assists with care of children in nursery schools, child care centers, private homes, etc.; Food Service familiarizes the student with catering service, restaurant cooks, workers in cafes, lunch rooms, tea rooms, cafeterias, hospitals, nursing homes, etc.; Art and Crafts Aide assists hobbists in selecting tools for art and craft projects, teaching and preparing displays, etc.; Clothing Aide for repairing and altering garments in department stores, laundries, dry cleaning establishments, shops, etc.; Companion to Elderly assists elderly with pychological needs in nursing homes for aged, etc.; Home Furnishing Aide to arrange displays, assist with and construct draperies, etc. in furniture stores, department stores, drapery stores, etc.; Housekeeping Management Assistant, cleans rooms, laundry, cleans in hospitals, hotels, and motels, dormatories, etc.; Floral Designer verifies information about special events, cares for and prepares flowers and plants, designs floral pieces in florist shops, department stores, etc.

Included are such occupations as those which provide service to others in group situations; those which provide assistance to the professional home economics and professional fields related to home economics in business, agencies and organizations and other occupations directly related to one or more home economics subject matter areas.

Two types of Home Economics Occupational programs are available. The cooperative education program combines classroom instruction with fifteen hours per week on-the-job training. The pre-employment laboratory education program provides technical instruction and practical experience in classroom for two consecutive hours daily. For the pre-employment courses, laboratories stimulating the occupational area being taught are used to provide work experience for the student. The youth organization HERO (Home Economics Related Occupations) is an integral part of the occupational program with emphasis that workers also fill multiple roles as homemakers and community leaders.

Health Occupations.—The number of persons employed in the various health care fields has more than doubled in the past twenty years, yet there are not nearly enough trained personnel to provide adequate service to the people of the United States. Vocational-technical courses are doing much to alleviate the shortage of trained persons needed to provide health care in South Dakota.

Health occupations on the secondary level in South Dakota is becoming an integral part of the student's vocational education courses. Upon completion of the program, the student can be employed in lower level positions in health care facilities such as nurse aides, orderlies, housekeeping, maintenance, and assistants in food preparation. It also enables the student to seek additional training that would enable him or her to perform at a higher skill level.

Post-secondary training is conducted for those persons available for full-time study and prepares them for employment in middle or semi-professional level positions such as practical nursing, laboratory assistants, dental assistants, dental laboratory technicians, medical secretaries, or respiratory therapists.

Adult programs are planned for those persons currently employed in health care who need additional skills to advance or maintain stability in employment.

Trade and Industrial Occupations.—Trade and Industrial occupations is the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgement, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in trade or industrial occupations. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature.

Trade and industrial education makes a significant contribution toward the development of good citizens, including their health, social, civic, cultural, and economic interests, and is therefore an integral part of the total program of education.

Opportunities are frequently provided both during and outside regular class time for pupils to develop interests, skills, and knowledge in selected aspects of trade and industrial occupations as an integral part of the instructional program. As an example, the Vocational and Industrial Clubs of America (VICA) provide additional opportunities to develop leadership, civic responsibilities, and other qualities, and an understanding of the world of work in trade and industrial occupations.

VOCATIONAL EDUCATION SECONDARY PROGRAMS

	Enrollment	Number of programs	Total instructional costs	Estimated reimbursement	Average cost per student
Agriculture	4,244	72	$930,327	$352,837	$219.21
Distributive	1,190	39	367,198	173,027	308.57
Business and office	635	41	349,467	142,315	550.34
Health	134	4	44,265	17,733	330.34
Wage earning home economics	239	11	84,229	37,354	352.42
Home economics	15,324	116	1,484,459	112,072	96.87
Trade and industrial	1,546	48	716,928	290,002	463.73
Total	23,312	331	3,976,873	1,125,340	
Multidistricts:					
Agriculture	76	3	36,425	14,096	479.28
Distributive	128	3	36,698	18,349	286.70
Business and office	96	3	27,865	10,812	290.26
Health	111	4	52,122	20,547	469.57
Wage earning home economics	107	2	28,480	11,343	266.17
Home economics		0			
Trade and industrial	584	18	258,344	125,375	442.37
Total	1,102	33	439,934	200,522	
Local administration			215,072	89,019	
Total	24,414	364	4,631,879	1,414,881	189.72
Special service programs			385,684	310,106	

VOCATIONAL EDUCATION POSTSECONDARY PROGRAM

	Enrollment	Number of programs	Total instructional cost	Estimated reimbursement	Average cost per student
Agriculture	241	6	$226,777	$140,727.00	$940.98
Distributive	31	2	29,717	17,830.00	958.61
Health occupations	450	14	592,651	377,185.98	1,317.00
Wage earning home economics	34	1	27,112	16,853.44	797.41
Business and office	173	4	138,969	85,832.18	803.29
Technical occupations	33	1	32,759	20,420.94	992.70
Trade and industrial	1,067	34	1,189,805	740,452.58	1,115.09
Total	2,029	62	2,237,790	1,399,302.12	
Local administration			394,177	244,052.00	
Nonreimbursable costs			297,209		
Total	2,029	62	2,929,176	1,643,354.12	1,443.65
Special services programs			197,134	155,773.00	

Vocational agriculture and related occupations

Enrollment	241
Area schools with agriculture programs	4
Total instructional costs	$226, 777. 00
Estimated reimbursement	$140, 727. 00
Cost per student	$940. 98
Number of instructions	14. 0
Student-teacher ratio	17. 2

Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Agriculture technology	1	32	$26, 693	$834. 16
Agriculture supplies and service	1	40	34, 885	872. 13
Agriculture power and mechanics	1	64	61, 252	957. 06
Agriculture maintenance and management	2	89	77, 511	870. 91
Landscaping technology (1)	1	16	26, 436	1, 652. 25

Business and office

Enrollment	173
Area schools with business and office programs	3
Total instructional costs	$138, 969. 00
Estimated reimbursement	$85, 8[illegible]2. 18
Cost per student	$803. 29
Number of instructions	8. 0
Student-teacher ratio	21. 6

Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Secretarial and stenographic	2	88	$69, 892	$794. 23
Accounting	1	66	34, 919	529. 07
Data processing	1	19	34, 158	1, 797. 79

Distributive education

Enrollment	31
Area schools with distributive education programs	2
Total instructional costs	$29, 717. 00
Estimated reimbursement	$17, 830. 00
Cost per student	$958. 61
Number of instructions	2. 0
Student-teacher ratio	15. 5

Instructional program title	Number of instructional programs	Enrollment	Instructional cost	Cost per student
Auto parts management	1	15	$14, 602	$973. 47
Advertising and design	1	16	15, 115	944. 69

Health occupations

Enrollment	450
Area schools with health occupations programs	5
Total instructional costs	$592, 651. 00
Estimated reimbursement	$377, 185. 98
Cost per student	$1, 317. 00
Number of instructions	39. 6
Student-teacher ratio	11. 36

Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Practical nursing	5	240	$383, 502	$1, 597. 92
Geriatric technician	1	12	18, 729	1, 560. 75
Respiratory therapy	1	14	27, 954	1, 996. 71
Dental assisting	1	48	30, 581	637. 10
Medical lab assistant	2	20	41, 738	2, 086. 90
Medical assistant	1	36	30, 892	858. 11
Dental lab technology	1	34	36, 533	1, 074. 50
Nurses aide	2	46	22, 722	493. 96

Occupational home economics

Enrollment	34
Area schools with occupational home economics programs	1
Total instructional costs	$27, 112. 00
Estimated reimbursement	$16, 853. 44
Cost per student	$797. 41
Number of instructions	2. 0
Student-teacher ratio	17. 0

Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Care and guidance of children	1	34	$27, 112	$797. 41

Trade and industrial

Enrollment	1, 067
Area schools with trade and industrial programs	5
Total instructional costs	$1, 189, 805. 00
Estimated reimbursement	$740, 452. 58
Cost per student	$1, 115. 09
Number of instructions	66. 8
Student-teacher ratio	15. 97

Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Sportsman engine repair	1	21	$15,182	$722.95
Building construction	4	205	166,227	810.86
Electronics	5	188	204,060	1,085.43
Welding and cutting	2	31	37,344	1,204.65
Auto mechanics	4	179	173,915	971.59
Auto body and fender	1	21	14,276	679.81
Auto mechanics specialization	1	17	19,967	1,174.53
Aviation air frame and powerplant	1	34	53,626	1,577.24
Cosmetology	1	24	35,689	1,487.04
Drafting	2	44	44,450	1,010.23
Radio and television repair	1	16	23,876	1,492.25
Heating and air-conditioning	2	32	37,233	1,163.53
Plumbing	1	20	19,060	953.00
Power lineman	1	32	47,261	1,476.91
Electrical occupations	1	90	75,770	841.89
Sheet metal	1	13	18,239	1,403.00
Commercial baking	1	9	27,969	3,107.67
Custodial	1	11	19,931	1,811.91
Chef training	1	27	46,576	1,725.04
Appliance repair	1	14	17,015	1,215.36
Diesel mechanics	1	39	92,139	2,362.54

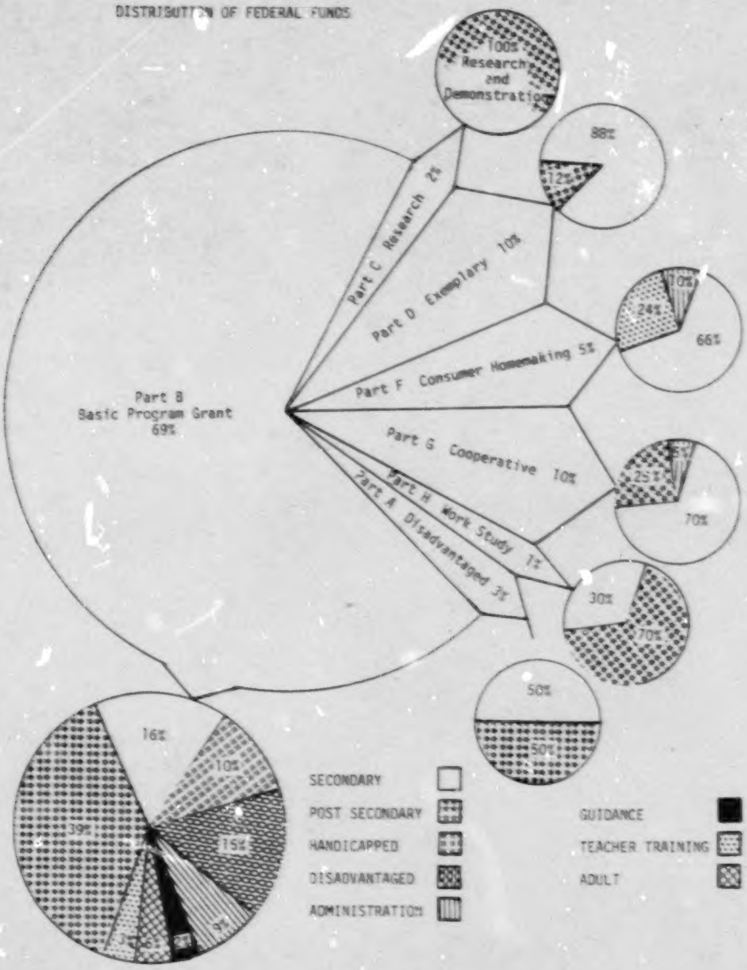
Technical occupations

Enrollment	33
Area schools with technical occupations programs	1
Total instructional costs	$32,759.00
Estimated reimbursement	$20,420.94
Cost per student	$992.70
Number of instructions	1.6
Student-teacher ratio	20.63

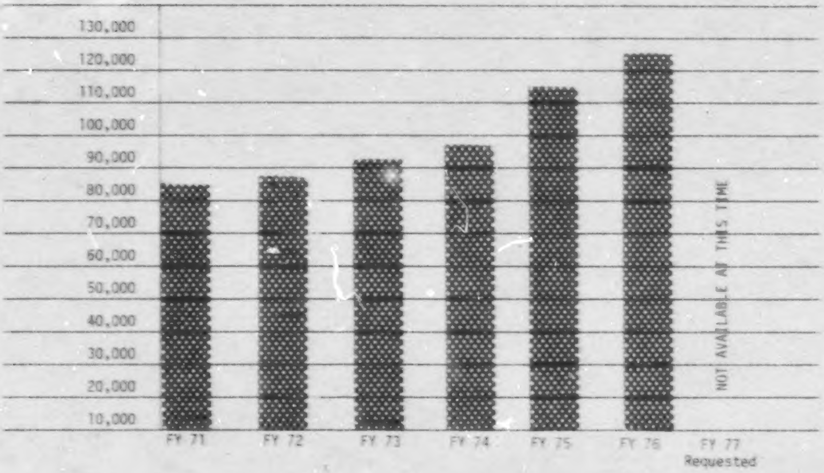
Instructional program title	Number of instructional programs	Enrollment	Instructional costs	Cost per student
Machine tool and design	1	33	$32,759	$992.70

VOCATIONAL EDUCATION

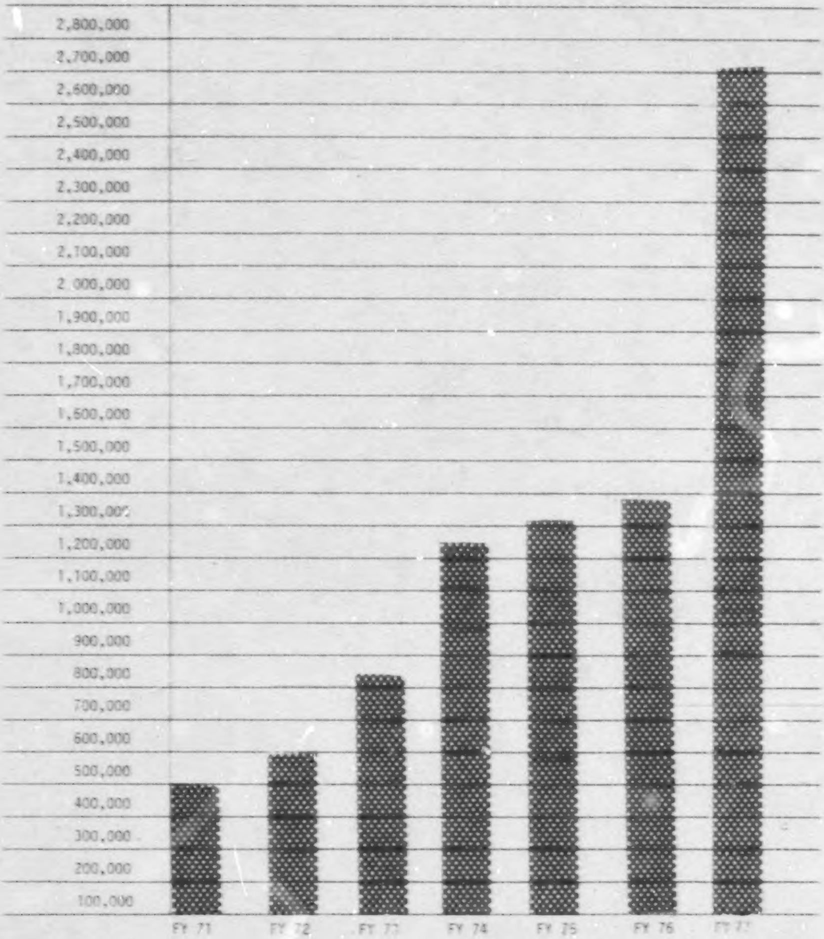
DISTRIBUTION OF FEDERAL FUNDS



GROWTH IN STATE ADMINISTRATION APPROPRIATION



GROWTH IN STATE FINANCIAL ASSISTANCE APPROPRIATIONS



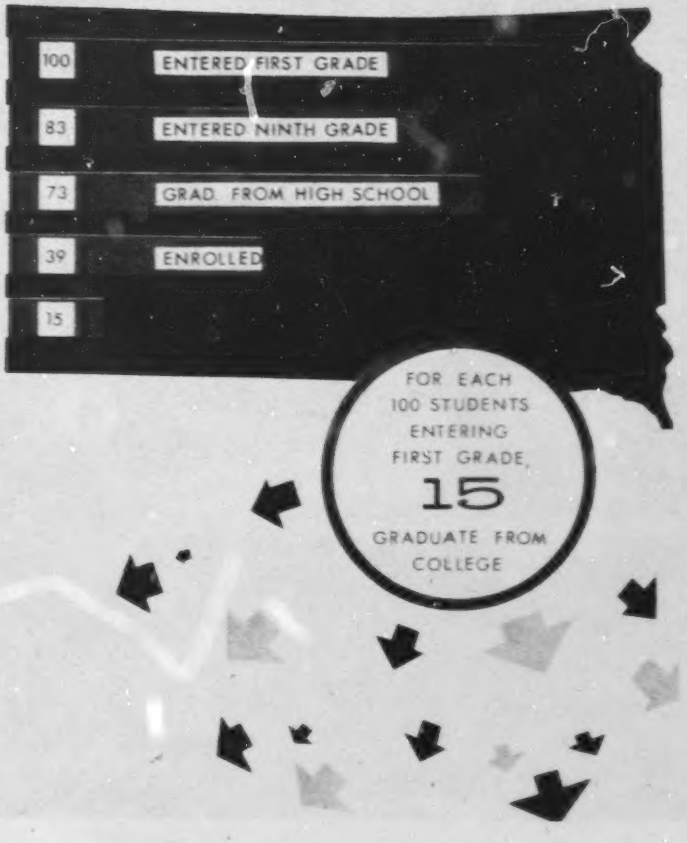
STUDENT ENROLLMENTS

POST-SECONDARY VOCATIONAL EDUCATION

	Fiscal year				
	1972	1973	1974	1975	1976
Mitchell Area Voc-Tech School	568	545	539	587	698
Lake Area Voc-Tech School	508	543	649	637	686
Black Hills Area Voc-Tech School	100	120	133	109	160
Northwestern Voc-Tech School	25	57	85	97	147
Southeast Area Voc-Tech School	225	242	241	243	298
State penitentiary	29	196	126	59	[1] 53
USC/Springfield	342	359	354	336	363
Pierre School of Practical Nursing	41	39	41	43	40
Youth forestry camp		26	40	26	[1] 46
Total	1,838	2,126	2,208	2,137	2,491

[1] Fiscal year 1976 enrollment as of Sept. 15, 1975, indicates maximum number of students served at 1 given time. These programs are on an open-entry open-exit basis.

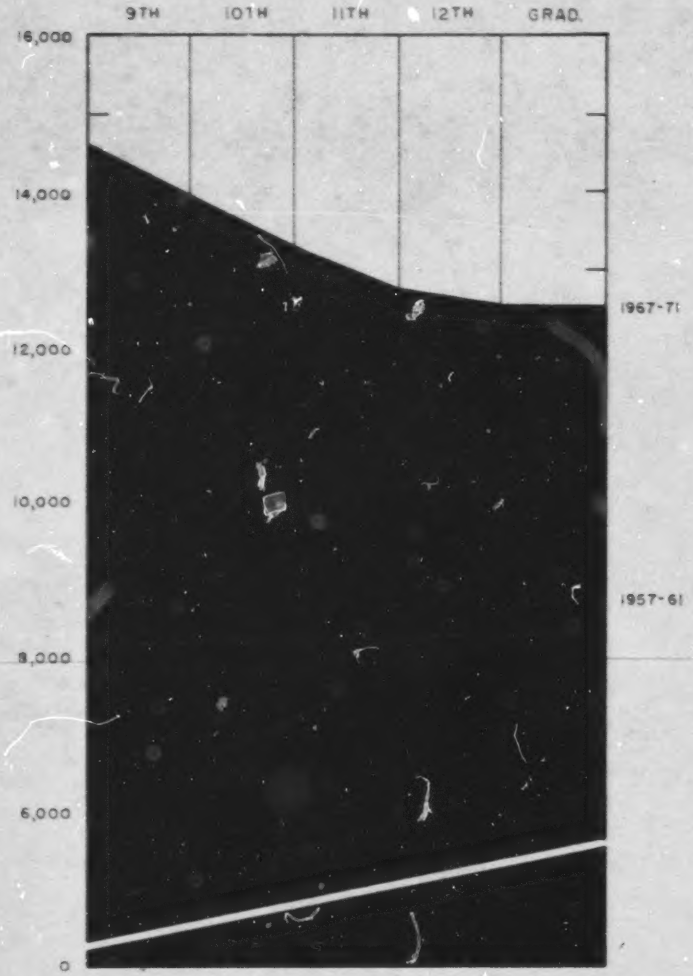
SOUTH DAKOTA'S EDUCATIONAL PROGRAM



MINI-ANALYSIS OF THE WAY IT IS IN SOUTH DAKOTA

		[illegible]
		EDUCATION PROGRAMS
GENERAL POPULATION	666,257	
Urban	297,030	
Rural	369,227	
Race: White	631,040	
Indian	32,365	
Black	1,866	
Other	1,186	
Sex: Male	330,598	
Female	[illegible]	
TOTAL SECONDARY SCHOOL ENROLLMENT	55,357	
VOCATIONAL EDUCATION SECONDARY PROGRAMS ENROLLMENT	18,291	
NONVOCATIONAL EDUCATION SECONDARY ENROLLMENT	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
NUMBER OF ADULTS (25 to 64 yrs old) WHO ARE UNEMPLOYED (25-29 yrs old)		[illegible]
(30-34 yrs old)		[illegible]
(35-39 yrs old)		[illegible]
(40-44 yrs old)		[illegible]
(45-49 yrs old)		[illegible]
(50-54 yrs old)		[illegible]
(55-59 yrs old)		[illegible]
(60-64 yrs old)		[illegible]
[illegible]	[illegible]	[illegible]

HIGH SCHOOL ENROLLMENT AND DROPOUT
SOUTH DAKOTA

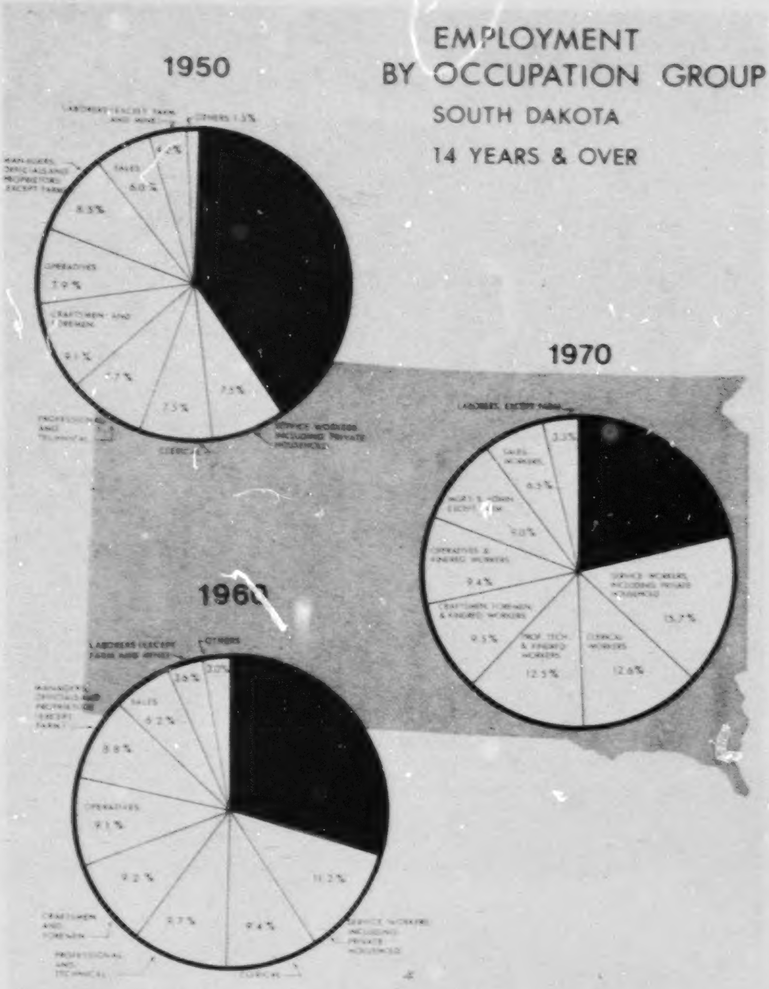


SOURCE: DATA RECEIVED FROM DROP OUT STUDY, STATE DEPT. OF PUBLIC INSTRUCTION

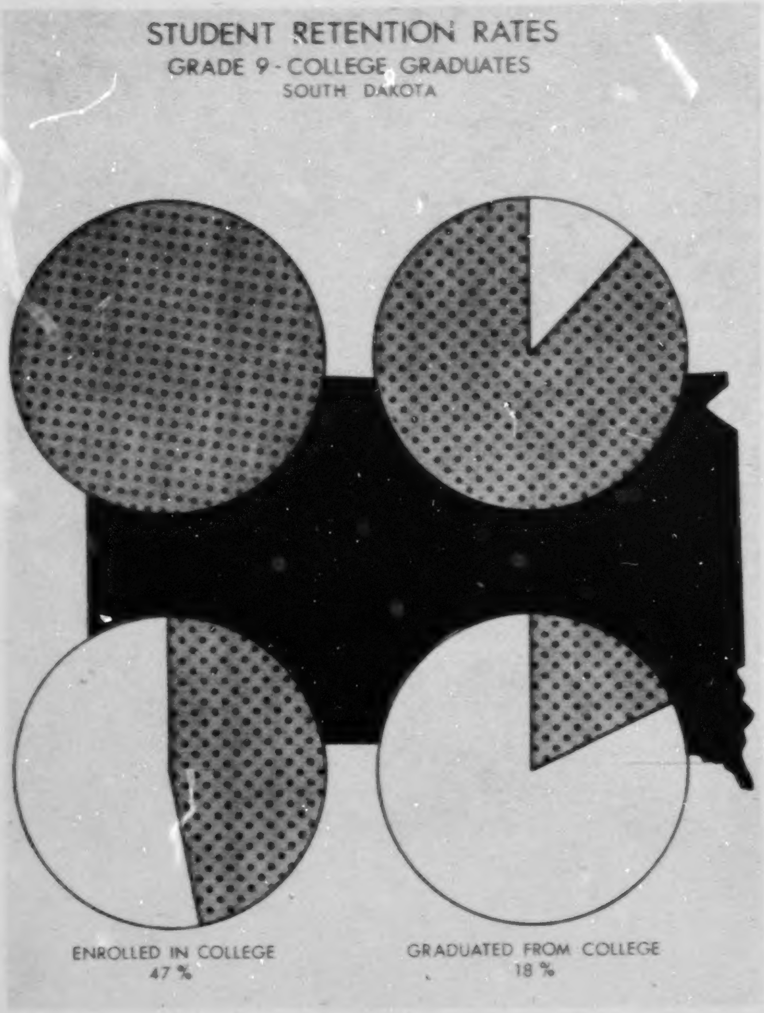
EMPLOYMENT BY OCCUPATION GROUP

SOUTH DAKOTA

14 YEARS & OVER

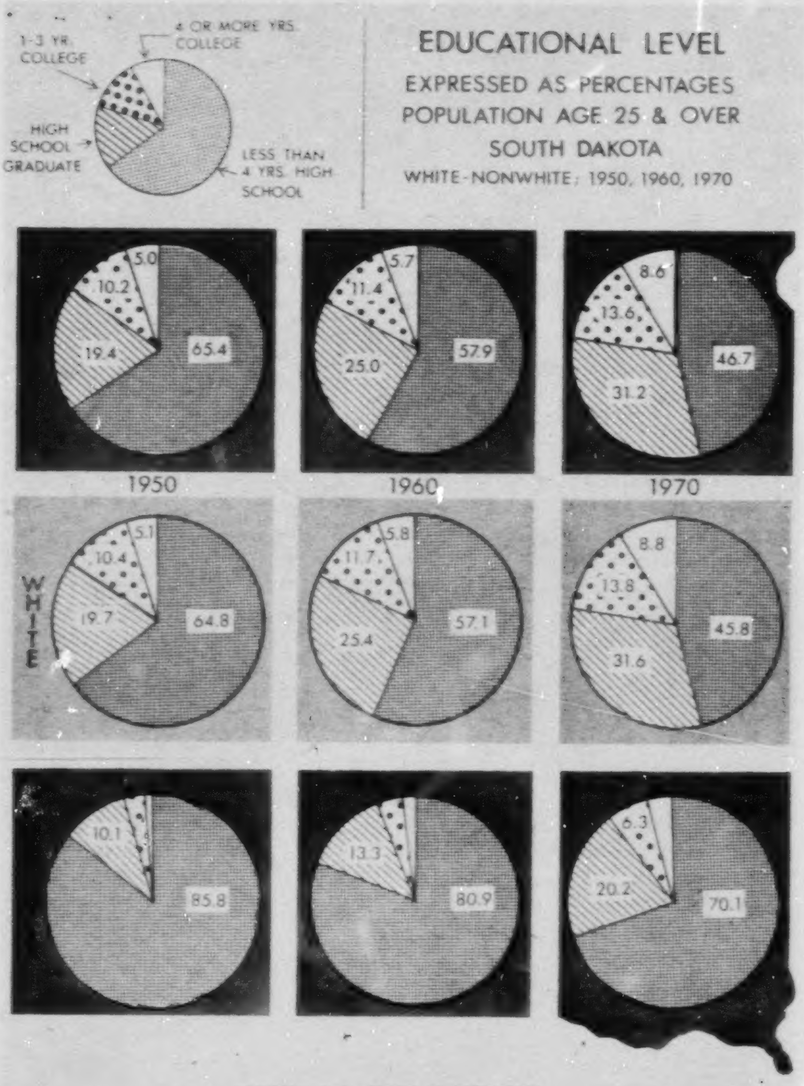


SOURCE: U.S. CENSUS OF POPULATION


STUDENT RETENTION RATES
GRADE 9 - COLLEGE GRADUATES
SOUTH DAKOTA
ENROLLED IN COLLEGE
47 %
GRADUATED FROM COLLEGE
18 %

EDUCATIONAL LEVEL

EXPRESSED AS PERCENTAGES
POPULATION AGE 25 & OVER
SOUTH DAKOTA
WHITE-NONWHITE; 1950, 1960, 1970



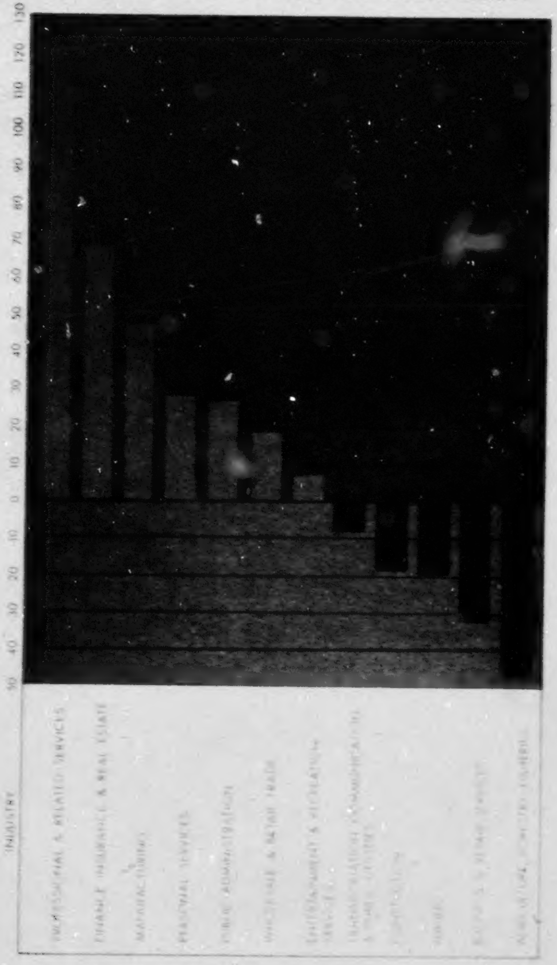
SOURCE: U.S. CENSUS OF POPULATION

EDUCATIONAL LEVEL
TOTAL PERSONS, 25 YRS. OLD & OVER
SOUTH DAKOTA

4 OR MORE YRS. COLLEGE

SOURCE: U.S. CENSUS OF POPULATION

EMPLOYED POPULATION
14 YEARS OLD & OVER, CLASSIFIED BY INDUSTRY
PERCENT CHANGE - 1950/1970 - SOUTH DAKOTA



SOURCE: U.S. CENSUS OF POPULATION

Mr. FLOYD. I would like to allow some time for the changing of people. Panel No. 2 will be up now.

The next panel which is coming up represents Administration and Higher Education.

The panel is chaired by Roy Ziegler, who is Director of the Mitchell Area Vocational-Technical School. Mr. Ziegler will introduce his panel.

PANEL NO. 2—ADMINISTRATION AND HIGHER EDUCATION: ROY ZIEGLER, DIRECTOR, MITCHELL AREA VOCATIONAL-TECHNICAL SCHOOL; ED WOOD, DIRECTOR, SOUTHEAST AREA VOCATIONAL-TECHNICAL SCHOOL; WILLIAM OERLLINE, DIRECTOR, BLACK HILLS AREA VOCATIONAL-TECHNICAL SCHOOL; DEAN McNENNY, DIRECTOR, NORTHWESTERN VOCATIONAL-TECHNICAL SCHOOL; DR. THOMAS STONE, DEAN OF INSTRUCTION, UNIVERSITY OF SOUTH DAKOTA AT SPRINGFIELD; LEONARD TIMMERMAN, DIRECTOR, LAKE AREA VOCATIONAL-TECHNICAL SCHOOL; DR. GORDON FOSTER, ASSOCIATE COMMISSIONER OF HIGHER EDUCATION; AND HAROLD HENLEY, DIRECTOR, LAKE AREA MULTI-DISTRICT CENTER

Mr. ZIEGLER. I am Roy Ziegler, Director of Mitchell Area Vocational-Technical School.

I will now ask the panel to introduce themselves starting with Mr. Wood.

Mr. WOOD. Ed Wood, Director of Vocational Education of Sioux Falls.

Mr. OERLLINE. Bill Oerlline, Director of Black Hills Vocational Schools of Rapid City.

Mr. McNENNY. Dean McNenny, Director of Northwestern Vocational-Technical School in Sturgis.

Dr. STONE. Thomas Stone, Dean of Instruction, University of South Dakota at Springfield, Springfield, South Dakota.

Mr. TIMMERMAN. Leonard Timmerman, Lake Area Vo-Tech School, Watertown, South Dakota.

Mr. HENLEY. Harold Henley, Director of the Lake Area Multi-District Locational Center located in Watertown.

Dr. FOSTER. Gordon Foster, associate commissioner of higher education, board of regents, Pierre.

STATEMENT OF ROY ZIEGLER, DIRECTOR, MITCHELL AREA VOCATIONAL-TECHNICAL SCHOOL

Mr. ZIEGLER. Mr. Chairman, members of the committee, vocational education prospered in this State mainly because of the impact of federal legislation. It appears, at least to me, that recent redirection resulting from the 1968 amendments and perhaps pending legislation could serve to dilute the effectiveness now established.

Most programs in this State were funded under the 1963 act. School districts made financial commitments because the State was not ready or willing at that particular time. Schools were built and programs were funded on the basic grant portion of the legislation. The 1968 amendments then earmarked 25 percent of the basic grant for special needs which had the effect of reducing funding for regular programs by that amount without proper lead time given to the States to pick up the slack.

I feel that other problems and frustrations exist because the required State plans are really Federal plans. Financial needs are based on continuing resolutions or Federal allotment tables without serious regard to unmet needs of citizens. It would seem to me to be very difficult for Congress to know the needs of the States if year after year the plans are in complete harmony with funds appropriated.

A most serious problem, in my view as an administrator of vocational education, comes about because persons in the bureaucracy are asked to interpret congressional intent in the form of rules and regulations. So often it appears these rules and regulations may fit well in large urban centers with little regard given to the more rural States.

An example of my concern is the method of training the disadvantaged and handicapped. To begin with, the Office of Education will consider a person handicapped if his or her condition will not permit them to succeed in a regular vocational program. We are asked to identify and even segregate these persons from the others and provide special training to meet their needs.

Mr. Quie. Who asked you to segregate them?

Mr. Ziegler. The mandate from the State plan says that we can only spend money for special services on handicapped people which, in effect, makes us identify those people and set them apart.

Mr. Quie. I recognize the identification but as to the segregating, is there a mandate on it?

Mr. Ziegler. I think we take that from the mandates that are given to us. We can only fund that portion of the class with special money, which may not segregate them by moving them to another room but it is identifying them within that program.

I feel the fallacy in this type of interpretation is the lack of a universal definition as to who is handicapped and who is disadvantaged. A Comprehensive Employment Training Act client referred to a vocational school must first show evidence of being disadvantaged before CETA will even work with that person. If after all of the CETA requirements are met, the client is then sent to a vocational training program, put into a regular class and progresses, the Office of Education at that point would not consider this student disadvantaged because he or she is succeeding in a regular program.

The genesis of my concern is the fact that 25 percent of the basic grant funds have to be spent on special services which would require documentation of every special supply and equipment item or other services for special students. This becomes a horrendous administrative responsibility.

It would be my recommendation that schools be permitted to prorate salaries and other costs based on the number of handicapped and disadvantaged students to the total number of students in a particular program. Recent GAO audits bring out the fact that practically all States have a similar problem.

Another concern that I have is in the area of funding. This concern is in terms of timing and in categories. It is difficult to develop a local budget only to have the State office say they couldn't take final action because Congress has not yet passed the appropriations bill. Or if Congress has appropriated the money, the Office of Education hasn't worked out the allotment tables. This hopefully will be rectified at least to some degree as the Federal Government goes on a new fiscal year.

It would be my hope that sometime soon Federal vocational funds would come to the State in the form of block grants, permitting States to establish educational priorities that are tailored to their needs.

Finally, I am concerned with the fact that vocational education, it seems, still has an image problem on the Federal level. The Veterans Administration requires that we show proof of placement where other institutions are exempt from this requirement. The Government internship program excluded vocational students but Congressman Pressler has already addressed himself to that problem.

Accountability is ever present as evidenced by the paper work required by the State and Federal Governments and most of it is necessary but not just for vocational programs.

I haven't addressed myself to the vocational linkage with higher education because, primarily, we have two people on the panel who serve in that area and can better address themselves to that topic, so at this time I would open the panel to questions from the committee.

Thank you.

Mr. **Hall**. Thank you, Mr. Ziegler.

Are you satisfied that local programs have enough input or do you feel as if you are directed too much from the State? Would you rather see more funds come from the local area?

Mr. **Ziegler**. I think my response to that would be that local areas must have input into the State plan. We do have input. I think perhaps it would be well if we could have more input. Specifically, I think it is very necessary.

Mr. **Hall**. You would like to see more?

Mr. **Ziegler**. Yes.

Mr. **Hall**. Mr. Quie.

Mr. **Quie**. Thank you, Mr. Chairman. What percentage of Federal money goes to postsecondary in South Dakota?

Mr. **Ziegler**. Postsecondary?

Mr. **Quie**. Yes, what percentage goes to postsecondary as compared to elementary?

Mr. **Ziegler**. I would have to defer that to Mr. Oleson.

Mr. **Oleson**. Fiscal year 1975, it was 29 percent. That was of the part B money.

Now, we have spent more disadvantaged in special programs.

Mr. **Quie**. Now, you run a 4 to 1 matching here, State and local, to Federal. How does that go in the postsecondary?

Mr. **Oleson**. I don't have a breakdown of that.

Mr. QUIE. I understand from earlier testimony, I think it was Mr. Oleson's, that one of the colleges has a residential program for vocational-technical.

Mr. ZIEGLER. That would be the University of South Dakota at Springfield, Dr. Stone on our panel.

Mr. QUIE. Does that mean that you draw from around the State to a program? Are those students strictly vocational-technical or do they take both vocational-technical and some academic courses as well?

Dr. STONE. To answer your first question, we do draw students from the entire State, from across the entire State.

They go into programs that are designed as programs to prepare the individual for employment after termination of the program.

When you say do we separate, maybe students who are taking classes that also involve students that are, say, in a transfer program. As an example, if the student might be taking a course in human relations in industry, that particular course might involve students from both the areas of, say, an automotive program and also a student that might be transferred into some other type of program.

The programs are designed specifically for preparation for a specific occupation, for entering into a specific occupation.

Mr. QUIE. Let me use two different programs, one a 4-year program which would be teacher training. In a way that is vocational training because they are going to enter an occupation at the school system some place. Along with that training in methodology, teaching, you also take what many colleges call the liberal arts subjects as they go along.

To what extent do those individuals who qualify for vocational-technical money also take those liberal arts type courses that are not specifically necessary for them to get their job, be it auto mechanics or what have you?

Dr. STONE. First of all, maybe in referring to the money, we have a limited amount of the Federal dollar coming into our particular program. In looking at the specific program, though, there is not built into the program a requirement that the student must take a large number of liberal arts, humanities types of courses.

The only courses built into the program as requirement would be courses in communications, mathematics, these types of programs that are, we feel, part of the necessary background that the individual must have not only to enter the job but to advance on the job. The courses that they would take outside of their specific vocational or technical specialty would be courses that would support that specialty and support the preparation and the background needed to enter the job and advance on the job.

Mr. QUIE. Is there any room in their scheduling for some electives outside?

Dr. STONE. Yes, and those they could elect.

Mr. QUIE. And if they do elect, you still don't lose the vocational technical money?

Dr. STONE. Like I say, we draw very little as far as any vocational technical reimbusement. We do some for work with handicapped students in this area.

Mr. OLESON. We only spend Federal dollars on teacher education and then special projects for disadvantaged.

Mr. QUIE. Just for the disadvantaged so you don't have to worry about it? Your vocational-technical funds?

Dr. STONE. We are in somewhat of a unique situation. Of course we are the oldest institution in the State that has had vocational-type programs. We started in 1948 prior to the 1963 act and so on.

Mr. QUIE. How about the postsecondary vocational-technical operation? It is my understanding that not only do you serve the people in that area but some of the courses are unique and, therefore, students come from other areas of the State and attend. What kind of opportunities for living close to school do they have? Is that something a student has to work up themselves or does the school get involved with finding some private housing for them? Is there any way that they can tie into any dormitory facilities of another institution?

Mr. TIMMERMAN. At our school with about 600-plus students coming from out of the Watertown area, our students normally, I would say about 30 percent, drive to and from because of distance. We have students that drive 50, 60 miles every morning in and out.

As far as rooms, we have no housing but the office keeps a list in the office. The people in town call the office and we have a list of the housing, whether it is single room, double room, apartment, and so forth.

Recently we had private industry come in and has built large apartment units that are right across the street from the area school and we are finding more and more students are staying in these units. But they are strictly privately owned. We have no dormitories whatsoever.

Mr. QUIE. There is no institutional involvement with the residential adults to keep people in line, that sort of thing?

Mr. TIMMERMAN. So far so good, put it that way.

Mr. QUIE. But it is not an institutional involvement, that is a private operator?

Mr. TIMMERMAN. Yes.

Mr. ZIEGLER. We have a slightly different situation at our school at Mitchell in that we do have a 4-year college within the community. About 30 of our students per year are able to use college facilities there.

In addition to that, there was a School of Nursing that had discontinued its program which made available about a 30-room dormitory to our students.

Other than that, the coordinator of student affairs at our institution assists each student who needs housing, private housing or wherever.

Mr. QUIE. In your situation, Mr. Ziegler, is there any possibility for the vo-tech student to take any electives in the college besides living in the dormitory?

Mr. Ziegler. I think the opportunity is there. However, very few, if any, have taken that route because their day at our institution is a 6-hour day and it doesn't leave a whole lot of time for them to pursue other educational pursuits. However, it is available to them.

Mr. Quie. I think Congressman Pressler and I have the same idea on this. I recognize many of them don't have the interest, they were turned off long before they went to vocational-technical school. When they went through elementary and secondary school they didn't want to have anything to do with those things. But there's always a few individuals, and I notice about the same percentage of people who go through vo-tech schools go on and get a baccalaureate degree as are in the general population who go on and get a baccalaureate degree.

Some place along the line, the interest is there, and I think it is tremendously important that they do at least have the opportunity so there is no roadblock in the way.

To cite an example in another State where the State community college and State vocational-technical school were located on the same campus, there was no integration between the students at all. They just picked up and left that side of the campus, went to the other, or vice versa. There was no interrelationship there.

However, in California there is a pretty good integration of the school because they tend to go to community colleges and find out, when they have been there a little while, they want the vocational-technical school. It is easier for them to shift into that other stream without any problem.

Believe me, we have the same difficulty in Minnesota that you have here with the community colleges.

Mr. Ziegler. We do have several students that come back in the evening and take adult evening courses. For example, we offered a course in the metric system last year and the entire class was made up of vocational students.

There are those options open to them.

Mr. Quie. Mr. Ziegler, I would like to ask you one other thing on your testimony. For the set-asides, you suggest that you just take a percentage of the salaries and other costs based on the number of handicapped and disadvantaged students compared to the total number of students in the program.

Now, my reaction to that in elementary and secondary school would be those students wouldn't get much extra help. You would just count them in order to get the money to be used for all of the other students. It hasn't proven out to give help to handicapped or disadvantaged and, therefore, it has been necessary to have compensatory or special education for them, hopefully mainstreamed as much as possible, but in a few instances it is necessary to have them separate, at least for a part of the day.

Now, why wouldn't that be the case in vocational-technical schools, that you would be just getting the money because the kids are there but they don't get any additional help?

Mr. Ziegler. Really, I think that is exactly what we are doing at our institution. Our staff is on an 8-hour day. They have 6 hours of student contact. The other 2 hours are assigned to those staff people to be available for remedial education for anyone who desires it.

What we would like to do is take that 2 hours, or 25 percent of the total program costs, and be able to prorate it back to the set-asides.

Mr. QUIE. You mean take the time they actually spend with the students rather than taking the percentage of the students?

Mr. ZIEGLER. Yes. I guess I could more easily explain it by saying if it costs us $1,000 for an 8-hour day, $250 of that should come from the set-asides because 2 hours of the 8 hours are used for that purposes.

Mr. QUIE. I can see that. If you actually did give them special education help or compensatory education, that would make the difference.

Mr. Oleson, did you have your hand up? Did you want to say something on that?

Mr. OLESON. No.

Mr. QUIE. Another question I would like to ask, since we are going up to Sisseton tomorrow I perhaps ought to ask the gentleman from Watertown, to what extent are Indians from the reservation going to the vocational-technical school?

Mr. TIMMERMAN. At the present time very, very poor. We started out, I would say, with 15 students last fall and I believe I have 3 left from the Sisseton area.

I would like to say the people from the Sisseton area have a man who will be on your panel this afternoon. They have done it. We worked, we tried to bring them down. Again, it is a transportation problem. If you transport you are talking 60 miles. If they stay in—I can't give you an answer, really, why they come we get them started. They will go, and they are excellent students. But we just can't keep them.

At the present time we have three BIA students left and they are excellent people. We started out with approximately 15.

Mr. QUIE. Do any of you run satellite programs, sort of like the University of South Dakota undoubtedly runs, some continuing education or satellite programs out in other parts of the State?

Mr. TIMMERMAN. We did a couple of years ago.

Mr. QUIE. To what extent?

Mr. TIMMERMAN. We took a program in heavy equipment maintenance and operation. It started out real well. I think we did accomplish something, but it was under a different Federal program. Cal helped us on that. We have not done it since, no.

Mr. QUIE. Is there any limitation in the way this money comes from the Federal side on vocational education that would limit you on those satellite programs?

Mr. TIMMERMAN. I would think they would.

Mr. OLESON. No. If we wanted to deal, or could deal with an area school, say Watertown over to Sisseton, put a class on over there and keep it under the administration of the Lake Area Vocational School, that would fit within the guidelines, yes. It could be done.

Many of those kinds of programs are handled through the comprehensive employment training and we dealt with the needs there.

Dr. Stone. We do have cooperative programs in psychtech with the Sinte Gleska School at Rosebud, and we are also working with the Pine Ridge Reservation with the building construction program where we work with them on a cooperative venture with our institution.

Mr. Quie. When you deal with the program for Indians, and I noticed that there weren't any Indians in the local advisory panels other than those that were talked of in Sioux Falls, which one do you call that? Yes, that is called the Sioux Falls Vocational-Technical School. How do you work this up if you don't have them on the advisory panel?

The gentleman from Watertown, you say you work with people on the Indian reservation out in Sisseton. How do you do this when you didn't have anybody on your advisory panel?

Mr. Timmerman. The gal that we worked with out of Sisseton, a gal by the name of Marjory Spencer, it is a matter of calling her. If she has students who are eligible, want to come to school, she sends the applications down and we enroll them. That's about it.

Mr. Quie. Who is she, what is her position?

Mr. Timmerman. She is with the BIA. She is in the employment assistance through the BIA.

Mr. Quie. She is on their payroll?

Mr. Timmerman. Of the BIA, right.

Mr. Quie. Do you have any contact with the tribal council?

Mr. Timmerman. Very little.

Mr. Ziegler. I think our primary method of getting the word out to people is traveling on college and career days, making that circuit and presenting our programs. Each of the area schools participate in this.

Also, we work through the six area manpower groups in the State, the State being divided up into six planning districts. Each of the area schools have representation on those districts, making their programs made known to those people.

We feel in Mitchell one of the weaknesses of having Indian students and being able to retain them is a lack of a good counseling system within the community. For example, if we have students who want to come to our school, they drive into Mitchell. We have no housing available. There isn't anyone there to assist them. I think money could be well spent if there was a group of people assigned specifically with that task to help these people get relocated and help them get registered into the school and so on.

Mr. Quie. It seems to me that all of us, or a large number of us, who came from a strong ethnic community ourselves where we looked at people outside the ethnic community with a little fear and trepidation, we ought to be able to look into our past a little bit and figure out how some of us came out of it.

I seem to have noted something about reservation Indians, which may be borne out with the panel later on. I am making this comment because so often when you have an Indian panel, then the other people don't get involved in discussions and have a way of getting back into it so that they can take off on what has been said earlier.

What was been coming home to me is that a large number of people on the Indian reservation want to stay there. They like to be on the reservation and keep that entity. It has been the policy of the Federal Government for a long time, it seems to me, to push people out of the reservations. I guess some people still want to get rid of the reservations. That is kind of a problem that we have.

Just like they used to recognize Norwegians for what they were, we probably recognize Indians for what they are, too.

Mr. HALL. You mentioned fear and trepidation. I thought that is how the old m [illegible] about the new members.

I guess I w [illegible] to ask the question, I have some curiosity here. Are you us [illegible] Federal money as seed money for initiating new programs?

Mr. OLESON. Yes. I feel that the money that has been expended in South Dakota from the Federal vocational dollar has been pretty much seed money all the way up until the last 3 or 4 years. We now need the money for program maintenance. Our State and local money is not enough to take care of the maintenance of programs where we must use the Federal dollar.

Mr. HALL. I guess for the ladies here I should ask these questions? What do you offer the males? What do you offer the females? Are the programs really open to both?

Mr. ZIEGLER. Mr. Chairman, in our institution, again, and I am sure I can speak for the others, all of our programs are open to both sexes. Getting female students into the traditionally male curriculums is not a revolutionary thing. It is going to take some time, although we are making some breakthroughs. We have young ladies taking building trades courses now that was unheard of just as long as a year ago.

We advertise our programs that way, that they are open to all people.

Mr. HALL. Very good.

Mr. Pressler.

Mr. PRESSLER. Yes, I would like to get into some of the nitty-gritty of finances here just for a minute, if I may. I see Dean McNenny here from Sturgis. Is that a multi-district school out there at Sturgis?

Mr. MCNENNY. No. We operate postsecondary programs and secondary programs only for our local school district for the students of Sturgis. We do have a multidistrict center at Watertown.

Mr. PRESSLER. How do the districts pay into that?

Mr. HENLEY. Congressman Pressler, we have the power of assessment that was given to us by the 1973 legislative session here in South Dakota. I guess the power of assessment is a great and grand thing to have because it is unlimited, but we find ourselves strictly limited when we look at the 10 school districts that are patrons of our multischool district and 7 of them have their backs up against the wall with maximum mill levies. They are levying to their maximum.

While we are not solving the whole problem we are doing as much as we can, I guess.

Mr. **Pressler.** In South Dakota are there prospects for the formation of more multi districts or is there a necessity for it?

Mr. **Henley.** Yes. Our multidistrict was started 5 years ago and served as an exemplary system for 2 years. Since that time, I believe—correct me if I am wrong—there are five others operating in the State of South Dakota, four or five others.

Mr. **Oleson.** There are five officially organized now, and two more will be opened this coming fall. Then there are about four that are making studies to see what is feasible in their area.

We have done a complete statewide feasibility study and it would appear that it would take 18 of these to serve our State. Under the present financing that we have, we'll be lucky if we can carry 9 or 10.

Mr. **Pressler.** I would like to turn to the area of vocational image a little bit. Of course we are not concerned so much about images as we are about results, but I would like to see sort of a marriage of the humanities and the trades, to some extent, or at least not so much division in our educational system.

I don't know if maybe that is more of an ideal than an actual thing. I know that Congressman Quie has addressed that a bit.

In South Dakota, and maybe, Dr. Foster, you would be the best to address this question to, is it well for us to continue sort of two tracks in postsecondary education in your view?

Dr. **Foster.** Congressman Pressler, I think the board of regents would really have a great deal of difficulty distinguishing between the academic and the vocational track totally. I think they feel there is a false dichotomy when we say that these two are totally, completely separate. I would hope that in the legislation that is considered we work toward coordination in postsecondary institutions and programs focusing on the needs of the students and the ability of the student to move forward into what kind of educational experience will give him the opportunity to move into the best expression of his abilities and talents and goals.

I think we need to establish a more effective encouragement for linkage systems between the existing private and public postsecondary units within the State. If legislation can be devised that would encourage the States to devise their own unique programs suited to their individual State needs but encourage schools to get together and work out linkages so that the students are not handicapped, so that we don't cut the students off, because we have a rigid system within a particular institution.

I think our desire is to see the opportunities between our various types of institutions here enhanced, coordination increased, and articulation made more effective with the secondary and postsecondary system.

Mr. **Wood.** Congressman Pressler, may I address that?

Mr. **Pressler.** Surely.

Mr. **Wood.** It is obvious to all of us that many people fail on the job because of their lack of skills in reading and mathematics and those areas. I think all of us realize the importance of developing those kinds of skills. These kinds of skills are more prevalent in some occupations than in others.

Vocational education should be addressing itself to programs that supplement the traditional shop questions, the manipulative skill development courses. I think we are all doing a great deal of effort in that area.

Mr. Pressler. I want to touch on this. How would bloc grants go down to a multidistrict center, how would that be handled?

Mr. Ziegler. Well, I was proposing bloc grants coming into the State and then local entities developing their plans to meet their needs and submitting them to the State for apportionment rather than going another layer from the State back to the Federal Government and receiving them categorically.

I am hoping that the State division of vocational education people would recognize and assess all of the needs in the State to distribute funds on that basis.

Mr. Quie. You indicate support for bloc grants, Mr. Ziegler. Do the rest of you agree with that? Is all the panel agreed on that?

There was one difference between Mr. Oleson's recommendation and the bloc grant, and I think you suggested that you give flexibility within the category so you could shift money.

Now, if you came to bloc grant will you agree to that?

Mr. Oleson. Not necessarily, and this is my own opinion, personal opinion. I think that I advocate more to come back to the strong administration, that if we could have the necessary funding I think we could take care of many of the frustrations that local schools are having.

I think we cannot divorce ourselves from that deep-seated philosophy of vocational education, that really we are not qualified to be all things to all people, but we can take care of certain parts of that program. I think when we can get to the point where we start watering down——

Mr. Quie. You are talking about bloc grant meaning you have it for all. I mean bloc grants within vocational education. I think Dr. Stone indicated that he did not want to have vocational education money diluted so it would be taken away for other elementary and secondary.

I mean just in vocationl education, so you wouldn't have those eight categories. That is where I asked if you agreed with them.

Do you have confidence that you could administer it well without the Federal Government telling you how to do it?

Mr. Oleson. I hear a lot of people complaining that they can do it but when it gets down to the gut dealings of vocational education, I am afraid it will happen.

Mr. Quie. You need the protection of the Federal Government?

Mr. Oleson. I am speaking more of protecting vocational education. I think there will be those grab-offs or ripoffs that we will lose the money.

Mr. Quie. You can't lose it. It can only be used for that purpose.

Mr. Oleson. If the State board has the right to spell out these different categories, then I can agree with that. Maybe we are not on the same wavelength.

Mr. Quie. I never could understand why in the world the States needed the protection of the Federal Government in each of their categories.

Before I get off that, you have mentioned, Dr. Stone, not wanting to move vocational education as the administration proposed. I think the administration is off that now and will not be proposing blocking the elementary and secondary education in title I ESEA programs and special education. Vocational education ought to stand by itself.

One of the compelling arguments that I think will cause them to change it is that when you take the other elementary and secondary programs it goes through the board of education and the State. However, in most of the States vocational education comes through a separate board, as you have now moved to in South Dakota.

If you brought those together, you would force the States to change their whole administrative arrangement. I think more and more States have become aware that while vocational education is a part of the whole education, it is something unique that is specific for itself, so it will still be protected. I can give you that assurance.

Mr. HALL. May I interject just a statement here. You did mention that you had some training on a buzzsaw. I would like to compliment you people on this training. I think it stuck because he is still something of a "buzzsaw".

Mr. PRESSLER. I do want to pursue this forward-funding issue a little bit. We heard some comments about HEW's regulations in terms of their promulgation. I think in addition to forward funding we also need to give some of our local States and school districts some forward notice of HEW regulations.

Has anybody had any experience as to how much forward notice? Of course there are frequently rather obscure hearings held in Washington on HEW but I've been trying to get legislation that would require more forward notice on HEW regulations when they implement our legislation.

Do any of you have comments on that?

Mr. ZIEGLER. We certainly would support the need for that type of legislation. As an example, we have to offer contracts to our staff early in March. Now, we have committed oursevles to that contract. It is very much contingent upon Federal and State sources.

We really don't know what they are going to be until sometime way later. It puts us into an uncomfortable position.

I think if forward funding were effective, if we knew January 1 how much money was going to be available to the States, I think we would be in a better position.

Mr. PRESSLER. You could actually save a lot of money, couldn't you?

Mr. ZIEGLER. Yes, sir.

Mr. PRESSLER. I am of the opinion that we could do a lot of our social domestic legislation on a 2- or 3-year forward-funding basis. Some say that inflation will throw you off but you can make allowances for that.

I think we can save a lot of money in the country if our local people knew how much was coming and when it was coming. We are just struggling now to do revenue sharing. The Governor had to guess at how much the revenue sharing would be.

I would also apply that to when the Department of Health, Education, and Welfare gets the congressional law and then does the detailed promulgation in terms of the rules it is authorized to make. It would be very helpful if there were more advanced notice on that, which I suppose everybody would agree with, but it is very hard to get the job done.

Mr. **Oleson**. This is one of the real critical notes for GAO when they examined the seven States. They found a lot of money being carried over under the amendment we had before, but in 1968, when the amendments were passed, we were actually funded in April and there was no way that we could set up programs for the disadvantaged and handicapped rapidly enough to take care of and utilize that money properly.

With that amendment we could carry it over to the next year, but it also made our records look bad in the Office of Education.

I think the States were penalized for the carrying over. However, the money was utilized to a much better advantage by carrying over. It was a form of advanced funding and we have been using it that way since.

Mr. **Pressler**. I have no further questions.

Mr. **Jennings**. I have none.

Mr. **Hall**. Very good.

[Printed statements in connection with presentation of panel No. 2 follow:]

PREPARED STATEMENT OF ROY J. ZIEGLER, DIRECTOR, MITCHELL VOCATIONAL TECHNICAL SCHOOL

Mr. Chairman, Members of the Committee: Vocational Education prospered in the State, mainly because of the impact of federal legislation. It appears, at least to me, that recent re-direction resulting from the 1968 Amendments and pending legislation could serve to dilute the effectiveness now established.

Programs in this state were founded on the 1963 Act. School districts made financial commitments because the State was not ready or willing at that particular time. Schools were built and programs were funded on the basic grant portion of the legislation. The 1968 Amendments then earmarked 25% of the basic grant for special needs which had the effect of reducing funding for regular programs by that amount without proper lead time given to the states to pick up the slack.

I feel that other problems and frustrations exist because the required state plans are really federal plans. Financial needs are based on continuing resolutions or federal allotment tables without serious regard to un-met needs of citizens. It would seem to me to be very difficult for Congress to know the needs of the states if year after year the plans are in complete harmony with funds appropriated.

A most serious problem, in my view as an administrator of vocational education comes about because persons in the bureaucracy are asked to interpret Congressional intent in the form of rules and regulations. So often, it appears, these rules and regulations may fit well in large urban centers but little thought is given to the more rural areas.

An example of my concern is the method of training the disadvantaged and handicapped students in Vocational education. To begin with, the Office of Education will consider a person handicapped if his or her condition will not permit them to succeed in a regular vocational program. Then we are asked to identify and even segregate these persons from the others and provide special training to meet their needs.

The fallacy in this type of interpretation is the lack of a universal definition as to who is handicapped and who is disadvantaged. A Comprehensive Employment Training Act client referred to a vocational school must first show evidence of being disadvantaged before CETA will work with him. If after all the CETA requirements are met, the client is then sent to a vocational training program, put into a regular class and progresses—the Office of Education would not consider this student disadvantaged because he or she is succeeding in a regular program.

The genesis of my concern is the fact that 25% of basic grant funds have to be spent on special services which would require documentation of every special supply and equipment item or other service for special students. This becomes a horrendous administrative responsibility. It would be my recommendation that schools be permitted to pro-rate salaries and other costs based on the number of handicapped and disadvantaged students to the total number of students in the program. Recent GAO audits bring out the fact that practically all states have a similar problem.

Another concern that I have is in the area of funding. This concern is in terms of timing and in categories. It is difficult to develop a local budget only to have the State office say they couldn't take final action because Congress has not yet passed the appropriations bill. Or if Congress has appropriated the money, the Office of Education hasn't worked out the allotment tables. This hopefully will be rectified at least to some degree as the federal government goes on a new fiscal year.

It would be my hope that sometime soon federal vocational funds would come to the state in the form of block grants, permitting states to establish education priorities that are tailored to their needs.

Finally, I'm concerned with the fact that vocational education, it seems, still has an image problem on the Federal level. The Veterans Administration requires that we show proof of placement where other institutions are exempt from this requirement. The government internship program excluded vocational students but Congressman Pressler has already addressed this problem. Accountability is ever present as evidenced by the paper work required by the state and federal governments, and is necessary—but not just for vocational programs.

I have not addressed myself to the vocational linkage with higher education because we have people on the panel who can better serve that area than myself—so at this time the panel will entertain questions of the committee.

Prepared Statement of Ed Wood, Director, Vocational Education, Sioux Falls, S. Dak.

I would first like to express my appreciation for your interests and concerns in vocational education. I am sure that many students across the country will benefit from your efforts in these hearings. I am grateful for the opportunity to express my concerns about vocational education in South Dakota. From an administrative point of view there appears to be two glaring problems in vocational education in South Dakota. One is directly related to funding and the other concerns the administrative structure. Elaborating on each:

FUNDING

South Dakota last year spent $1,750,000 of state money to finance the entire vocational education operation (Post-High, Secondary, and Adult Education). This kind of effort obviously restricts any expansion and barely allows us to meet the needs of existing programs. Granted there is federal money (better than $2,000,000) coming into the state. Most of this is earmarked; however, to serve special groups such as handicapped and disadvantaged students or for setting up special kinds of programs such as our EPDA Project. We in Sioux Falls have probably utilized these sources of funds more than any other district in the state. It has allowed us to work with many youngsters we normally would not have been able to help. For this we are grateful. We have not; however, felt that we have been able to meet our commitments to the "average" students.

My suggestion here would be that state and local administrators would have more flexibility in using federal dollars. They should have more input into priorities established for federal dollars. I think more accountability should be required by the federal government for money spent in such areas as research (and I'm convinced that we need good research), career education projects, and state advisory councils. Many of these programs across the country, (including South Dakota), appear to be operating with very "adequate" budgets because of federal funds while other programs not entitled to high federal reimbursement are serving typical vocational students and operating on a very minimal budget sometimes to the point where the program is not adequate. In terms of services to the students, I do not feel we are getting our money's worth in these areas.

Directly related to funding, too, is the problem of how state money is appropriated to the Division of Vocational Education. The budget for Vocational Education in South Dakota is prepared by the Division of Vocational Education and approved by the State Board of Vocational Education. This budget is then presented to the governor and to the State Appropiations Committee. Money is then appropriated to the State Division of Vocational Education based upon whatever is left in the budget after the Appropriations Committee have done their "whittling". The State Division of Vocational Education is then locked into that budget. Since the Appropriations Committee acts on the budget sometime in late February for the upcoming fiscal year, this means that money to be spent on vocational education has to be determined a year and a half in advance.

In order for vocational education to effectively provide manpower training services to the state they need flexibility. New industries move in, manpower needs change, and the general state of the economy creates different kinds of manpower needs. These needs sometimes change almost on a monthly basis. In order for vocational education to meet the training needs of both industry and people it must be able to implement programs quickly and make changes in programs on short notice. They must be able to adjust as business and industries' needs change. The State system of budgeting prohibits this needed kind of flexibility. Also, I think that all federal money spent on vocational education or career education should be channeled through and approved by one state agency; for example, the State Division of Vocational Education. In this state, for example, South Dakota received $170,000 for career education. The State Appropriations Committee allocated the money to the Secretary of Education and Cultural Affairs, who hired staff to set up a career education project. The State Division of Vocational Education has been operating effective career education programs in South Dakota for over six years. They were not involved in the decision or planning of this new program. Obviously, the experience and efforts of the State Division of Vocational Education in their program will be unnecessarily duplicated. This money could be spent to prepare people for jobs—a very tangible and real need here in South Dakota.

The second problem:

ADMINISTRATIVE STRUCTURES

I realize this perhaps is not a national problem but it is a problem in South Dakota, particularly at the post-high level. In South Dakota the legal entity ultimately responsible for administering post-high vocational education programs is the local school districts. You are well aware that the local school districts are having difficulty meeting their commitments at the K–12 levels with the revenue available to them. Adding an additional financial burden of providing post-high vocational education perpetuates the financial dilemma of the local district responsible for an area post-high vocational education school.

The Area Vocational-Technical School was designed to serve students from any district in the state (and in South Dakota, even students from outside the state). The fees paid by these students, regardless of the district they come from, are the same (and ideally they should be), but the ultimate financial responsibility of operating the post-high vocational education school is carried by the particular district administering the program.

Our state legislators have for several years addressed themselves to this problem, but the problem still remains unsolved. Perhaps federal legislation addressing itself to this matter could assist us here in South Dakota.

Again, I would like to thank you for the opportunity of expressing these concerns.

RAPID CITY PUBLIC SCHOOLS,
Rapid City, S. Dak., February 10, 1976

Mr. LARRY PRESSLER,
Member of Congress

Vocational Education is one of the most needed areas of training in our country. If we let this area fall by the wayside, we will have the same problems in our country that has faced us many times. Without trained people for our industry, we have no industry.

In South Dakota, we have attempted to develop vocational programs for our people; however, because of the small population and low tax rate, it is impossible to expand or develop new programs. One of the biggest problems is the facilities for programs and the need for start-up money. At the present time, we are unable to start any new programs because of overcrowded conditions.

Since South Dakota is not an industrial state, it is also difficult to get the public support that is extremely necessary for these programs. Not only do we need public support but it is unfair to our people that they must go to other areas of our country to obtain training in their chosen field. Another problem is the many overlapping guidelines from different governmental agencies. It appears that vocational education is the only area that has to prove they are doing a good job.

My concern in another area is the synonymous connotation of Career Education and Vocational Education. I agree that Vocational Education can be a part of Career Education, but they are not synonymous.

W. J. OERLLINE,
Supervisor,
Black Hills Area Voc-Tech School.

FEBRUARY 7, 1976.

W. J. OERLLINE,
Supervisor,
Vocational & Adult Education

DEAR FRIEND: Mr. William Oerlline: It seems as I view the operation of our Vocational School from the view point of employer and general public; that main necessity is to raise the standard of quality of the student graduate to be at least an employable apprentice. Our experience in hiring graduates from Vocational Schools has been some what dissappointing. We had two within a short time that we couldn't accept as apprentices and could only qualify as minimable beginners, which you can not afford to have in a productive business.

We have not been entirely disappointed as the third one is doing OK; is going to be a qualified journey man in time and is productive enough to keep on the payroll.

Under present competitive standard, it is necessary when you hire a graduate, that they may be able to produce, not only in quantity, but mostly in quality so as to keep our standard of quality production at a high standard; that is our only means of success and survival.

I am saying these things not just for criticism but to attempt to impress the value of quality instruction and attention to details so graduate might be more acceptable and have a much better chance of survival in this competitive world.

Perhaps it would help if at graduation or completion of the course, a certificate of ability were approved and not just attendance issued.

I thank you for asking for an opinion of the operation on this, the employers and public's side of the fence; hoping in some way this advice might help raise the standard of quality.

Your friend,

HOWARD KENNER.

PREPARED STATEMENT OF LEONARD H. TIMMERMAN, DIRECTOR, LAKE AREA VOCATIONAL TECHNICAL SCHOOL, WATERTOWN, S. DAK.

Like a plant, Vocational Technical Education has just begun to grow in South Dakota. As a flower forms on the plant, additional food and water must be provided to develop the stem, petals and eventually the seed to insure reproduction and future growth or expansion of the plant.

Funds provided by the Federal Government in Vocational Education are the additional food and water that allows South Dakota people, both young and old, to explore and learn the job entry skills that make them useful citizens and productive members of society.

Approximately 70% of the students now attending the Lake Area Vocational Technical School, receive financial aids from either the Basic Education Opportunity Grant (BEOG), College Work Study Program, Supplemental Education

Opportunity Grant (SEOG), or the National Direct Student Loan Programs. Without these funds we could easily anticipate a 40% drop in our enrollment of 675 students. The Veterans GI Bill program has enabled 80 veterans to attend full time day program and another 26 veterans to attend the Veterans Farm Cooperative Training classes.

Federal Funds allocated to the State Division of Vocational Education are used to subsidize programs now in operation at the Lake Area School. Until State funds are adequately appropriated to fully fund post-high Vocational Technical programs, operation of all South Dakota Vocational schools are dependent upon Federal Funds for operation. I hope that both State and Federal Legislature and Congressmen accept the responsibility given to them to provide an education for all people, whether Higher Education or Vocational Technical Education.

Prepared Statement of Dr. Thomas C. Stone, Dean of Instruction, University of South Dakota at Springfield

We are all aware that the demand for federal dollars has increased at an accelerated rate the past several years and that this trend cannot continue. Thus, we need to reassess our priorities and I believe that federal funding for vocational education should be a budgetary item that should be increased and not reduced or eliminated. My belief is based on the fact that our manpower is a national economic resource. Like other resources, we must promote the development of it on a national basis because as a nation we cannot afford to allow this resource to remain undeveloped or underdeveloped. This is a national concern.

As we look back at the utilization of the funds made available to South Dakota as a result of the Vocational Education Act of 1963 and the Amendments of 1968, we see many positive effects. The greatest is, of course, the increased number of persons who have become employable through vocational education. The number of persons enrolled in vocational education per year in South Dakota has increased from 17,298 in fiscal year 1965 to 32,471 in fiscal year 1975, an increase of 87.7 percent.

A review of the utilization of funding under the present legislation shows a need to allow the states greater flexibility in the utilization of Part B funds. The needs of South Dakota with space and very sparsely populated areas are much different from the mid-city ghetto area. Thus, the "set asides" for disadvantaged and handicapped could be better utilized if the minimum percentages were reduced. There is a need to increase the funding of Part B. This could be accomplished through an appropriation equal to the amended 1963 Vocational Education authorizations.

Part C, Research and Training in Vocational Education; Part D, Exemplary Programs and Projects; Part H, Work Study Programs for Vocational Education Students; Part I, Curriculum Development in Vocational and Technical Education; and Part F, Training and Development Programs for Vocational Education Personnel are special funding categories which are a must to continue. These funds have made a significant impact upon the ability of vocational education to serve people.

The E.P.D.A. funding is especially critical as we look at developing leadership and supervisory personnel for vocational education. We must have leadership personnel who know, appreciate and support the philosophy of vocational and technical education if our country is to realize the potential of the funding for these programs. There is also a special need for increased funding for undergraduate vocational teacher education especially in the areas of trade, industrial and technical education. This need arises because of the significant number of teachers in these areas who have begun teaching with little or no professional preparation. Although they know their trade field, experience has proven that they need assistance in professional preparation to realize their fullest potential.

In summary, we must have a system of federal financial assistance for vocational education. This must be in the form of categorical aid (designated for vocational education) rather than a block grant. The budget proposal to merge funding for elementary-secondary, vocational, adult and handicapped education, college, and public libraries into one block grant of approximately $3.3 billion, I believe is definitely not advantageous to vocational education. I believe political pressures at the state and local levels will result in a significant decrease in the amount of federal dollars going to vocational education. This change would be detrimental to South Dakota and to the total nation.

PREPARED STATEMENT OF PAUL WIEDMEIER, VOCATIONAL COUNSELOR, BLACK HILLS AREA VOCATIONAL TECHNICAL SCHOOL

Post-High Vocational Technical programs over the past several years are consistently turning away as many students as we have room for. There is a definite and consistent continuing interest; some programs are filled up more than a year in advance. We are unable to meet the demands numberwise of interested applicants because of lack of space and facilities. Also, we receive continuing requests to start new programs for which there is a documented need within the state and area; however, we are unable to accommodate these requests because start-up costs for new programs are especially expensive in terms of the initial construction costs, more equipment, etc. Local and state resources have been exhausted and consequently, the starting of new programs or expansion of existing ones is, in most cases, impossible without some additional federal resources to assist local and state funding. Certainly, in a time when we foresee about 80% of our high school population needing some further technical training beyond high school but below the baccalaureate level in order to be competitive in the labor market, it is certainly frustrating for me and I am sure for prospective applicants to encounter this obstacle.

Additional federal funding particularly earmarked for start-up and construction costs would be of invaluable assistance in permitting us to expand and better serve the needs of our area.

Mr. PRESSLER. We are ready to continue with panel No. 3, Teacher Education, Educational Professional Development Act, EPDA, career guidance.

Dr. Gadda, will you introduce yourself and the members of your panel.

PANEL NO. 3—TEACHER EDUCATION, EDUCATIONAL PROFESSIONAL DEVELOPMENT ACT, CAREER GUIDANCE: DR. HILDING GADDA, SUPERVISOR, TEACHER EDUCATION, SOUTH DAKOTA STATE UNIVERSITY; GLENN GROSSHUESCH, TEACHER TRAINER, UNIVERSITY OF SOUTH DAKOTA/SPRINGFIELD; JANET SHELVER, CAREER GUIDANCE COUNSELOR, SOUTHEAST AREA VOCATIONAL-TECHNICAL SCHOOL; DR. HARRY JASINSKI, DEAN, BUSINESS & INDUSTRY, NORTHERN STATE COLLEGE; MRS. ARDIS YOUNG, ACTING HEAD, HOME ECONOMICS TEACHER EDUCATION, COLLEGE OF HOME ECONOMICS, SOUTH DAKOTA STATE UNIVERSITY; KEITH STOVER, DIRECTOR, VOCATIONAL FOLLOW-UP, UNIVERSITY OF SOUTH DAKOTA; RICHARD ZIEGLER, ASSISTANT DIRECTOR & GUIDANCE AND PLACEMENT, MITCHELL AREA VOC-TECH SCHOOL; AND CARL RITENOUR, DIRECTOR, VIEW PROJECT, UNIVERSITY OF SOUTH DAKOTA

Dr. GADDA. I am Hilding Gadda, supervisor of teacher education at South Dakota State University, Brookings. Our panel will introduce themselves.

Mr. GROSSHUESCH. I am Glenn Grosshuesch, teacher trainer for the University of South Dakota/Springfield.

Ms. SHELVER. I am Janet Shelver, counselor and also director of an inservice project for individualized instruction at the Southeast Area Vocational-Technical School. I am representing the South Dakota Personnel and Guidance Association.

Dr. JASKINSKI. I am Harry Jaskinski, dean of the School of Business at Northern State College, Aberdeen, S. Dak.

I am also on the advisory board of the South Dakota vocational education program and I am involved with two programs, business and office and distributive education.

Mrs. YOUNG. I am Ardis Young, acting head of home economics education at South Dakota State.

Mr. STOVER. I am Keith Stover, director of vocational education followup, University of South Dakota/Springfield.

Mr. ZIEGLER. I am Richard Ziegler, assistant director at Mitchell Area Vocational-Technical School. I work with the guidance and the placement of our students.

Mr. RITENOUR. Carl Ritenour, director of South Dakota VIEW located at the University of South Dakota/Springfield.

STATEMENT OF DR. HILDING GADDA, SUPERVISOR OF TEACHER EDUCATION, SOUTH DAKOTA STATE UNIVERSITY

Dr. GADDA. Mr. Chairman and members of the subcommittee it is my privilege to present some overview statements in regard to teacher education, EPDA, and career guidance. Some of which I have in my testimony has already been alluded to but I am going to include it nevertheless for the sake of emphasis.

First on teacher education, the keystone in the whole arc of viable vocational education programs is well qualified teachers. If we believe, as we must, that vocational education is important, then we must also believe that the preparation of well-qualified teachers is equally important.

Federal vocational education legislation, ever since the organic Vocational Education Act called Smith-Hughes was passed in 1917, has contained provisions for ancillary services which include research, curriculum development, and teacher preparation. To include similar provisions in the new Federal legislation is of no less importance than it was in 1917 or at any time since.

Shortages of qualified vocational teachers of vocational education are extremely critical in South Dakota and nationwide. To document this shortage, I would cite one content area of vocational education at the secondary school level in South Dakota, namely, vocational agriculture/agribusiness, in which we presently have 75 teachers in 69 programs.

The lack of enough qualifed teachers has forced schools this year to engage 10 college of agriculture graduates who are not prepared in agricultural education and enable them to teach on provisional certificates.

This represents more than 13 percent of the 75 secondary agriculture teachers in the State. The inservice training of such teachers, in addition to that provided for fully qualified teachers, is largely a responsibility of higher education.

Considerable effort is exerted in the tasks of recruitment and retention of qualified teachers, and in providing preservice and inservice preparation for these people. However, it is a monumental task to stem the tide of the "brain drain" which occurs when vocational teachers seek to advance to positions with better remuneration and other advantages to them.

South Dakota's per capita income is lower than that in most States, creating a problem of inadequate resources to support adequate vocational teacher preparation. The State presently has some 195 public secondary school districts, less than 40 percent of which offer any vocational education other than home economics.

The point here is that many schools would inaugurate vocational education programs if qualified teachers were available. While tremendous strides of progress have been made in equalizing educational opportunities through new program development in vocational education, the greatest impediment is the insufficient supply of qualified teachers.

Preparing persons for effective teaching in the fields of agriculture, business and office, distribution, health, home economics, trade and industries, and technical occupations involves the development of a multiplicity of competencies, including technical content, general education, and specialized professional preparation.

We are presently immersed deeply at our institution in implementing the innovative concept of competency-based teacher education, which is designed to serve the cause of accountability to an extent greater than has been possible heretofore.

The rapidly changing and dynamic nature of the occupations for which persons are prepared today in vocational education creates a situation in which more frequent and more intensified inservice training of teachers is necessitated.

Therefore, the need for keeping teachers' competencies current in their respective fields of teaching is increasing very perceptibly. Vocational teachers tend to seek their needed inservice training in the same institutions in which they had their preservice training, and therefore it is important for higher education institutions which prepare teachers to be heavily involved in providing this service.

Successful occupational experience is a most important requisite for becoming cetrified as a vocational teacher. In some content areas, and more particularly at the postsecondary level, industry persons are selected for teaching positions without having had training in the pedagogical competencies. This is necessitated by the fact that prospective teachers with both technical and pedogogical competencies are unavailable. And consequently the need for training, inservice, in the professional art and science of teaching is proliferated.

Accordingly, the preservation of provisions for ancillary services in the proposed Federal legislation, and particularly those for teacher preparation, both preservice and inservice, for secondary, postsecondary and adult levels, is strongly supported and encouraged. Separate identity of the teacher preparation component in the new legislation would be a laudable imperative.

So much for teacher education. Now to EPDA and Career Guidance.

South Dakota has benefited very materially from Education Professions Development Act programs and projects. Such projects have enhanced and enriched vocational education principally through the development of curriculum and instructional media, individualized instruction and inservice preparation of teachers. I have personally conducted three such projects, and have found that such assistance for vocational teachers would not have been possible without EPDA funding.

South Dakota has an EPDA coordinator as well as a vocational teacher education advisory council, both of which serve to harmonize the efforts aimed toward improving vocational teacher education professional betterment. Such assistance is even of greater importance in South Dakota where the population is predominantly sparse and rural, and where resources for the support of vocational education program improvement are not abundant. Inclusion of this type of leadership and funding provisions in the new legislation is highly recommended.

Our experience in career guidance in South Dakota is marked with significant progress. An example of this is Project VIEW, Vital Information for Education and Work, which is a guidance tool found in every South Dakota school.

Career guidance is more comprehensive than as a service to only the vocational education component of career education. It should start in the kindergarten or first grade and continue in accessibility to individuals throughout their formal education and throughout life.

This important service deserves special identity in Federal legislation because it is so crucial to human development as well as vocation development. Stated differently, it is recommended that career guidance be funded in addition to, rather than as a part of, vocational education funding.

Society pays for vocational education, no matter who provides it, and society pays for the lack of vocational education if no one provides it. The same is true of vocational teacher education, career guidance, and the professional improvement of vocational education personnel.

One of the widely accepted and recognized principles of vocational education states that each State should have within it, or have ready access to, adequate and effective ancillary services for vocational education. Our history of vocational education in this country serves to document the importance of continued marital happiness in the union of vocational education and the ancillary services pertaining thereto.

The new Federal legislation can provide assistance to assure its continuation in the years ahead. Federal financial aid is equally important for all levels of vocational education, secondary, postsecondary, and adult. None of these should be sacrificed in the proposed legislation.

Thank you.

Mr. Pressler. Thank you very much.

In the absence of our chairman here, who has gone out, he is not feeling very well, and will be back in a minute or two, I might just start some of the questions and go to you, Al, and then come back again.

I do want to pursue that lack of teachers thing that you mentioned just a little bit. That is not a problem that we can necessarily solve in this act, but what has caused that to come about?

Dr. GADDA. I think principally there is a "brain drain" stemming from the very fact that teachers of vocational education are required to have occupational competence as documented by their having served on the occupational firing line as a requirement for becoming a vocational teacher.

What I am saying is that within their field, these teachers can do almost anything occupationally and this places them in demand in contrast to the teacher of strictly academic subject matter who has not worked in an occupation. This "brain drain" is constantly eating away at our supply of qualified personnel.

When more remunerative opportunities arise, and perhaps they find that teaching in vocational education isn't what they thought it was cracked up to be, they are led off into an occupational pursuit other than teaching in vocational education—better renumeration and other advantages.

Mr. PRESSLER. What is the solution to this, perhaps a solution on the State level more than on the Federal level, but, of course, we need to understand that problem. Do you have any recommendations in terms of Federal legislation that would help resove that?

Dr. GADDA. In some of the areas of vocational education there are State commissions for teacher recruitment. I can see some step-up in that end of the thing in order for them to better select candidates for teaching initially.

Mr. PRESSLER. Do any of the other panel members have any comment on that general area—the supply of teachers?

Dr. JASINSKI. I think one of the problems that we have at the present time in addition to what Dr. Gadda has mentioned is the fact that we are going through this era where it has been mentioned too many times that there are too many teachers. We are finding—I can talk in two areas, business and office and distributive education—we are not producing enough. We don't have enough students coming into our teacher education programs to graduate to fill the demands not only in vocational programs, which require occupational preparation, but for all programs here in South Dakota. I think that is a problem. I don't know that legislation can solve that. I hope that we can start coming back.

Mr. QUIE. We have a whole bunch of teachers who are trained in Minnesota who can't find jobs. Can you take them?

Dr. GADDA. Are they vocational teachers?

Mr. QUIE. No; regular educational teachers.

If you have a surplus of teachers, it seems to me there is something wrong with the State—they are going into jobs where there is a surplus of teachers, and not into jobs where there is an insufficient number of teachers—not something wrong with the Federal Government.

You are saying you don't have enough of all kinds of teachers in South Dakota?

Dr. JASINSKI. In some of those areas we are finding out the last 2 years that——

Mr. QUIE. In some areas, but how about the total number of teachers?

Dr. JASINSKI. I can't speak for that other than in the two areas I identified.

Mr. QUIE. Actually, I don't believe there is any occupational level that has a greater oversupply than the oversupply of teachers.

Dr. GADDA. We have an overabundance of nonvocational teachers in most areas in South Dakota.

Mr. QUIE. Why don't they find jobs for vocational teachers?

Dr. JASINSKI. I think it is occupational, Congressman Quie. I think this gets to be a problem even in an area like business and office which we are looking at, secretarial. It doesn't take very long for a person to get, for example, especially a Federal job in South Dakota. We have many opportunities for Federal placement. Of course, a GS–6, GS–7, or GS–8 is much better off being a secretary or general clerical or bookkeeper than a teacher of vocational education business and office.

Mr. QUIE. Is the pay better?

Dr. JASINSKI. Yes. That is what I am referring to.

Mr. QUIE. That is also your problem, isn't it?

Mr. GROSSHUESCH. We have one other problem as far as that is concerned, and that is Minnesota pays better than we do.

Dr. GADDA. In South Dakota, most our teacher-preparing institutions are rather close to the periphery of the State, which means that a number of prospective teachers come to our institutions for their teacher preparation. And by virtue of the closeness of the institution to those State lines, many of them return to their home States, one of which is Minnesota.

In my particular field we have some each year who go over the State line to the land of 10,000 lakes and 5,000 fish.

Mr. QUIE. What strikes me is that it would be good for some people to get some experience in those occupational skills out there and come back to teaching. The ones who do are much better teachers than they were when they went lock-step through kindergarten. Then they know the real world a little bit. That is helpful.

That is why in postsecondary vocational education, where you don't have the same requirements on pedagogical skills, they do a tremendous job, a beautiful job. But in all of the States you have State regulations that prohibit them from teaching in the elementary and secondary school level. In fact, many a college professor couldn't teach in secondary schools even though he is a graduate professor.

However, I come back to the fact that that is something we can't solve at the Federal level. You have to work it out at the State level. I recognize that there is a pretty strong lobby that is behind it.

Mr. PRESSLER. I want to pursue the area of home economics a bit. Ardis Young, in your testimony you point out that need for the Mondale and Duncan bill in terms of research. What would be accomplished here in South Dakota if the H.R. 9809 is passed?

Mrs. YOUNG. We deal with an area like the family which is changing so rapidly in our society, all aspects of it. In order to have a relevant curriculum you have to have some research that says this is how things are. If this Mondale bill were passed we feel we would have a much better grasp on what some of the problems are, what some of the possibilities for solutions are, and we could frame a good curriculum around it.

Mr. PRESSLER. Now, the area of home economics is sort of a controversial area in some ways, so I am going to pursue things out of your testimony just a little bit here, if I could.

Incidentally, I might say I have an older sister who went to South Dakota State and majored in home ec. She has never worked but she has a large family, so I guess she is applying her skill.

I notice in your chart at the end of your testimony, your summary, you cite several towns, Alexandria, Artesia, and so forth, services, for example. Some schools have 0 females and 11 males. It seems as though they either have zero or—some are fairly well balanced. I see that in Pierre it is 8 females, 7 males; Sisseton it is 10 females, 0 males. Why is that? Why do we see that, and how much variation do we have in participation in home ec programs?

Mrs. YOUNG. In the area of food service there has been a great deal of good publicity about the types of jobs that are open for men and so we find that there are more males going into those areas.

In the area of consumer homemaking, there are more men going into it but this has been a very low male population consistently, I think because of the stereotyping that this is a woman's field.

Mr. PRESSLER. In home ec courses across the State are you seeing differences? Is there a changing trend in the participation?

Mrs. YOUNG. Very slowly; yes.

Mr. PRESSLER. I guess it is your field of home economics which is one that probably if you did a followup study, that your objectives would be to train people to take care of themselves and their family as well as for jobs?

Mrs. YOUNG. Yes.

Mr. PRESSLER. Your field is unique in that. What sort of followup statistics do you have on graduates in your programs?

Mrs. YOUNG. I am really sorry you asked that because this is an area that we need to do some research in. We do have feedback as to the number of people who are placed through our occupational program but it is a little hazy because when you are dealing with women, many times in these areas they go into family situations where they're using these skills in an occupational way but it doesn't show up in "I got a job and I am being paid for this job" types of statistics. So they are a little fuzzy. I really can't give you those things right now.

Mr. PRESSLER. What about the consumer homemaking courses? They've been controversial. Can you tell us about those?

Mrs. YOUNG. I think maybe I need a little more specific direction from you.

Mr. PRESSLER. What are consumer homemaking courses in South Dakota, what do they cover?

Mrs. YOUNG. These are our comprehensive classes that have to do with consumer buying for all areas of family purchasing that begins with value clarification and goes right on through the technicalities of the marketplace.

It also includes basic things like nutrition, child-care, human development, relationships, areas of clothing. I think I've covered it all.

Mr. **Pressler**. Now, you say that funding for vocational home economics, particularly consumer homemaking, needs to be more equitable on the State level. What change would you make?

Mrs. **Young**. Well, as you notice by the chart that I enclosed with my testimony, we have close to 15,000 students and the average cost per student is $93.98. We have other——

Mr. **Pressler**. Where is that on your chart? Oh, yes; it is circled. So your average cost per student is the lowest, am I correct?

Mrs. **Young**. Yes; and we really do need better funding, more equitable funding, in the area of consumer homemaking. We could have a considerably more viable program, I think, if we had more money and more people to help administer these programs.

Mr. **Pressler**. How do these figures compare with other States? I see it is lower than others in South Dakota, but how would that $93 compare, let's not take Minnesota, let's take some other State that you are familiar with.

Mrs. **Young**. I don't have that information.

Mr. **Pressler**. But, again, I guess we are into more of an area other than our being aware, that is more of a State decision, is it not?

Mrs. **Young**. Yes, except that I think federally there could be some leadership taken as to the attitude toward consumer homemaking as an occupation.

Mr. **Pressler**. That is what I've been trying to get at. What should that leadership be, in what form? Should we have a line item or should we make a requirement in that area, or what? That is what I want.

As a matter of fact we have a break here for 30 minutes. I have just been given a signal because we are going to have a press conference. There is a group of newsmen here who were told we would be with them at 10:30, so perhaps you could think about your answer. I would like some specific recommendations and that will be my last question.

Mr. **Hall**. We will adjourn to meet back here in 30 minutes.

[There followed a short recess.]

Mr. **Quie**. I wanted to pursue that and maybe Larry will a little further, about the earmarked money for consumer homemaking. To give you a little background on this, why I am questioning it. I went through the 1963 Act and the 1968 amendments and the very thing that you're saying was said by vocational agriculture and trades and industry to some extent, not as much, but not by distributive. Vocational agriculture was the strongest in opposition to losing their earmarking.

What we did then was to continue the earmarking for the old money but the new money was without earmarking. Out of it, I am confident that vocational agriculture is stronger because they had to compete.

What I am trying to find out is why in the world we need to have the Federal protection of consumer homemaking for most of the States, the local share for consumer homemaking is a greater percent than the local share is for most of the other vocational groups, health or distributive or office of what have you.

Therefore, it doesn't seem to me that consumer homemaking needs the protection.

I do recognize that many States are different than in Minnesota. Minnesota puts in a substantial amount of State money to match the Federal money, to go out to the local school districts and I gather you don't have that here in South Dakota. That may be one cause of uneasiness.

If it is, it seems to me you need protection from Mr. Oleson rather than protection from your local people.

Mr. YOUNG. Home economics is very unique consumer homemaking, in that we deal in people products. We don't produce cars. We don't produce cattle that feed people, and so forth. We deal with people.

Although this can be seen as a very valuable thing, nevertheless because there isn't the product to sell and get money for, quite often we are overlooked and we don't have power.

Mr. QUIE. Who overlooks you?

Mrs. YOUNG. When the funding comes down we are overlooked on the State level certainly, and there have been lots of murmurings federally that this could easily be picked out from the funding if it was included in everything else and lost.

We are a little paranoid about that right now. We really feel we need the visibility that separate categories would make as well as the certainty of the funding, until we can either do the public relations we need or, in some way, get a little more power. I guess it is as simple as that.

Mr. QUIE. As far as the Federal Government would be concerned, if you block them together, then the total amount of money would be out there for you to receive, so when it came down you could be working with the others or against the others for your share of the money.

Maybe we ought to ask Mr. Oleson, why doesn't the State want to put money into consumer homemaking, because it is recognized on the local level as extremely important for a person, whether he is the housewife or house-husband. It has an enormous impact on how far that money goes. That is an integral part of that relationship.

That is recognized on the Federal level. There is no desire on the Federal level to say we ought to only do this towards gainful employment. The only effort was made in 1968 to increase more on the gainful employment side of it but even then the Federal Government refused to go along with cutting off consumer homemaking.

What is happening on the State level?

Mr. OLESON. I think in reply to that, Congressman, consumer homemaking education does classify as a classroom unit and is eligible for State aid on elementary and secondary education funds, which is directly appropriated by the legislature.

Also, the hundred and some odd thousand dollars that comes to the State Board of Vocational Education is distributed according to the rules and regulations pertaining to the school districts in those areas of disadvantaged and so forth with high emphasis on that.

Then the wage earning aspects, such as food service and day care centers, these kinds of programs, we are reimbursing at the same percentage rates that the State plan calls for in the wage earning programs so there is a considerable amount of State dollars going to consumer and homemaking education.

Those dollars will show up as local matching money because it goes directly to the school districts and it really doesn't get into the annual report that the State Board of Vocational Education supplies to the U.S. Office of Education.

Mr. QUIE. That is interesting. It is actually going there but it doesn't show up on that report.

Mr. OLESON. I think this is kind of a misconception in the minds of many people.

Mrs. YOUNG. That statement, there is a discrimination there again, homemaking education over against occupational education. Now, we consider consumer homemaking really an occupation as well as covering a lot of other waterfronts.

Mr. QUIE. Does it make a difference to you whether it comes through as one of occupational, that is, the State funds, or whether it comes through as a part of elementary and secondary and gets used for consumer homemaking?

Mrs. YOUNG. I'm sorry, sir, I lost you.

Mr. QUIE. We will back up. From the earlier testimony, it indicates that the State isn't putting much money into consumer homemaking directly but Mr. Oleson indicated there is a substantial amount of State money going through State aid to the school district in the form of elementary and secondary education. Locally, does it make any difference to you which?

Mrs. YOUNG. No, it doesn't, but it is unfortunate that we don't have those figures because it still runs very disproprotionately low.

Mr. QUIE. It does?

Mrs. YOUNG. Yes.

Mr. QUIE. It would be interesting to pull that out. You would have to go to the local school districts, I imagine, to try and get them to pull it out because they, I suppose, commingle their funds and, therefore, now it isn't easily identifiable.

Do you know the match? When you take all the State and local, which is now called local, to the $100,000 that comes from Federal, what is your match there, Ardis?

Mrs. YOUNG. No, I'm sorry, I don't.

Mr. QUIE. I find that is interesting because in Minnesota, the consumer homemaking people would like—maybe I will say are willing—to go along because they had a little hassle with the national group because they were different from the national view in that they would just as soon have it put together in one block grant.

I think they recognize that they could compete well with the other occupational groups. I am confident you would be stronger.

Mr. OLESON. Our legislature did appoint a committee this past interim session to make a study of the cost differential in classroom units, and was anticipating the distribution of the State appropriation based on the cost differential which they wanted to consider secondary vocational education. If and when this is completed this could mean quite a little to the consumer homemaking education.

At the present time we just don't have the mechanics to work with.

Mr. Quie. Do you have a shortage of teachers in consumer homemaking?

Mrs. Young. In the State yes, we do.

Mr. Quie. Is there anything being done specifically for that, teacher training institutions?

Mrs. Young. Yes, we recruit. We suffered a great deal because of the publicity that there were no jobs in education and I concur with what you said.

It is getting better but we incorporate a lot of Minnesotans in our teaching program.

Mr. Quie. Thank you.

Mr. Pressler. You have asked all of my questions. I don't think I have any more specific questions for this group. Do you have any questions for this group?

Mr. Jennings. I have one if you don't mind, if I could ask Mr. Stover about this evaluation.

How extensive is this evaluation which you have given us about training in these institutions? How many people are involved?

Mr. Stover. In what way do you mean extensive?

Mr. Jennings. How many people.

Mr. Stover. We are talking approximately 5,000.

Mr. Jennings. You have conducted a followup on 5,000 people?

Mr. Stover. We are conducting that followup now. We have not mailed out all of those questionnaires. We are getting returns now on the first followups of postsecondary graduates from the six institutions.

Mr. Jennings. You have some fascinating figures here on the graduates' evaluations of their type of training. By institutions the figures show that the graduates are very favorably impressed with their institutions for their training but then when you get to the last page, which is by area, you find the licensed practical nurses thinking they have only received average training.

The same is true with the cosmetologists but with the medical assistants and the radiological technology people, they seemed to be very impressed with their training. For both cases, in all occupations, it doesn't seem like any of them are very impressed with the type of communication skills training they have received.

Mr. Stover. I would stop you at this point and say the data on these two printouts is examples of last year's pilot project. The returns were not reliable. There was not enough return to make it valid.

These are only examples of the printout as we are going to print it this year. I should have written it on there.

Mr. Jennings. They are examples of the type of data you will get from your survey.

Mr. Stover. This is the kind of printout we will get this year.

Mr. Jennings. What is going to happen with these results once you get them? Are they going to affect the types of programs?

Mr. Stover. Hopefully, yes. This data will be returned to the State board of vocational education, to the advisory council for vocational education, to the local directors and the local staff members so that modification or whatever is necessary can be made.

Mr. JENNINGS. Thank you.

Mr. ANDRINGA. I wonder if the gentleman representing the VIEW program could explain how that is working. I didn't catch how that was funded.

Mr. RITENOUR. VIEW is funded through the division of vocational-technical education. It is a statewide project and all of the public schools in the State of South Dakota, almost all of the private schools, all of the rehabilitation offices, job services offices, charities, and corrections, almost all posthigh planning use the VIEW materials as one of their tools in finding out occupational information that it localized for the State of South Dakota.

Mr. ANDRINGA. Is that part of the total occupational counseling?

Mr. RITENOUR. That is one component of a total career guidance, yes.

Mr. PRESSLER. Let me follow that up a little bit. Maybe I can ask Janet Shelver about career guidance. Are there problems in South Dakota that the committee should be aware of in regards to career guidance and insofar as vocationl eduction is concerned?

Ms. SHELVER. I would like to speak in terms of vocational career guidance. You asked if there were problems. Problems would be mainly that we just do not have enough programs in effect right now.

The National Advisory Council for Vocational Education in 1972 put out this report that criticized, was very critical of the counseling profession. That was in 1972 and we are in the process of working toward improvement of counseling. Now, in 1975, the American Vocational Association and the American Guidance Association, along with the National Advisory Council for Vocational Education met to consider recommendations for improving guidance and counseling.

We want some action, we would like to have those recommendations get some action on them.

In my testimony I provided some examples of what we are doing in the association for the improvement in that area.

Mr. PRESSLER. I understand that this is for the State and the Federal problem. But what Federal initiatives would you recommend in this area of career guidance?

Ms. SHELVER. We would like to have vocational guidance written into vocational education so it is recognized and so that there is funding provided.

Within this, we would want training and retraining of career vocational guidance personnel.

Also, we would like to have representation on the vocational advisory council at National and State level of at least one professional guidance person on these councils.

Mr. PRESSLER. Thank you.

That concludes my questions. Does anyone on the panel have something more?

Mr. ZIEGLER. Congressman, I would like to add on the admissions, when we work with the students coming to Mitchell Vo-Tech, many of them have not had any idea of the opportunities in vocational-technical school, which bears out what Janet says.

As I was reading in the newspaper the other day, Labor Statistics says 19.9 percent of the teenagers are unemployed. If you send them to school, we will have better than 90 percent upon graduation in employment. That is what we are running. Within 1 or 2 months after graduation you are close to 100 percent employment.

Mr. PRESSLER. I have no further questions.

Mr. QUIE. The only comment I have, to what extent does that follow through employment in the area of training?

Mr. ZIEGLER. We have several years backed up that we can show that it is close to the 100 percent mark. On the recent survey that we had to complete for the veterans it was at 100 percent in most of the areas of training.

The employment difficulties come where a student will not move to the area where there is a job.

Mr. QUIE. You must have the best in the Nation.

Mr. ZIEGLER. Wyoming is better.

Mr. QUIE. Second best in the Nation.

Mr. PRESSLER. I thank the panel very much.

[Printed statements in connection with presentation of panel No. 3 follow:]

PREPARED STATEMENT OF DR. HILDING GADDA, SUPERVISOR, TEACHER EDUCATION IN AGRICULTURE, SOUTH DAKOTA STATE UNIVERSITY

TEACHER EDUCATION

The keystone in the whole arch of viable vocational education programs is well-qualified teachers. If we believe, as we must, that vocational education is important, then we must also believe that the preparation of well-qualified teachers is equally important. Federal vocational education legislation, ever since the organic Smith-Hughes Act was passed in 1917, has contained provisions for ancillary services which include research, curriculum development, and teacher preparation. To include similar provisions in the new proposed federal legislation is of no less importance than it was in 1917 or at any time since.

Shortages of qualified vocational teachers are extremely critical in South Dakota and nation-wide. To document this shortage, I would cite one content area of vocational education at the secondary school level in South Dakota, namely, vocational agriculture/agribusiness, in which we presently have 75 teachers in 69 programs. The lack of enough qualified teachers has forced schools, this year, to engage 10 College of Agriculture graduates who were not prepared in Agricultural Education, and enable them to teach on provisional certificates. This represents more than 13 percent of the 75 secondary agriculture teachers in the State. The in-service training of such teachers, in addition to that provided for fully qualified teachers, is largely a responsibility of higher education.

Considerable effort is exerted in the tasks of recruitment and retention of qualified teachers, and in providing pre-service and in-service preparation for these people. However, it is a monumental task to stem the tide of the "brain-drain" which occurs when vocational teachers seek to advance to positions with better remuneration and other advantages to them. South Dakota's per capita income is lower than that in most states, creating a problem of inadequate resources to support adequate vocational teacher preparation. The State presently has 195 public secondary school districts, less than 40 per cent of which offer any vocational education other than home economics. The point here is that many schools would inaugurate vocational education programs if qualified teachers were available. While tremendous strides of progress have been made in equalizing educational opportunities through new program development in vocational education, the greatest impediment is the insufficient supply of qualified teachers.

Preparing persons for effective teaching in the fields of Agriculture, Business and office, distribution, health, home economics, trade and industries, and technical occupations involves the development of a multiplicity of competencies, including technical content, general education, and specialized professional preparation. We are presently immersed deeply at our institution in implementing the innovative concept of competency-based teacher education, which is designed to serve the cause of accountability to an extent greater than has been possible heretofore.

The rapidly changing and dynamic nature of the occupations for which persons are prepared today in vocational education create a situation in which more frequent and more intensified in-service training of teachers is necessitated. Therefore, the need for keeping teachers' competencies current in their respective fields of teaching is increasing very perceptibly. Vocational teachers tend to seek their needed in-service training in the same institutions in which they had their pre-service training, and therefore it is important for higher education institutions which prepare teachers to be heavily involved in providing this service.

Successful occupational experience is a most important requisite for becoming certified as a vocational teacher. In some content areas, and more particularly at the post secondary level, industry persons are selected for teaching positions without having had training in the pedagogical competencies. This is necessitated by the fact that prospective teachers with both technical and pedagogical competencies are unavailable. And consequently the need for training, in-service, in the professional art and science of teaching is proliferated.

Accordingly, the preservation of provisions for ancillary services in the proposed federal legislation, and particularly those for teacher preparation, both pre-service and in-service, for secondary, post secondary and adult levels, is strongly supported and encouraged. Separate identity of the teacher preparation component in the new legislation would be a laudable imperative.

EPDA AND CAREER GUIDANCE

South Dakota has benefited very materially from Education Professions Development Act programs and projects. Such projects have enhanced and enriched vocational education principally through the development of curriculum and instructional media, individualized instruction and in-service preparation of teachers. I have personally conducted three such projects, and have found that such assistance for vocational teachers would not have been possible without EPDA funding. South Dakota has an EPDA Coordinator as well as a Vocational Teacher Education Advisory Council, both of which serve to harmonize the efforts aimed toward improving vocational teacher education professional betterment. Such assistance is even of greater importance in South Dakota, where the population is predominantly sparse and rural, and where recources for the support of vocational education program improvement are not abundant. Inclusion of this type of leadership and funding provisions in the new legislation is highly recommended.

Our experience in career guidance in South Dakota is marked with significant progress. An example of this is Project View (Vital Information for Education and Work), which is a guidance tool found in every South Dakota school. Career guidance is more comprehensive than as a service to only the vocational education component of career education. It should start in the kindergarten or first grade, and continue in accessibility to individuals throughout their formal education and throughout life. This important service deserves special identity in federal legislation because it is so crucial to human development as well as vocational development. Stated differently, it is recommended that career guidance be funded in addition to, rather than as a part of, vocational education funding.

Society pays for vocational education, no matter who provides it; and society pays for the lack of vocational education if no one provides it. The same is true of vocational teacher education, career guidance, and the professional improvement of vocational education personnel. One of the widely recognized principles of vocational education states that each state should have within it, or have ready access to, adequate and effective ancillary services for vocational education. Our history of vocational education in this country serves to document the importance of continued marital happiness in the union of vocational education and the ancillary services pertaining thereto. The new federal legislation can provide assistance to assure its continuation in the years ahead. Federal financial aid is equally important for all levels of vocational education—secondary, post-secondary, and adult. None of these should be sacrificed in the proposed legislation.

Prepared Statement of Glenn Grosshuesch, Teacher Trainer, University of South Dakota at Springfield

The problems facing vocational teacher trainers at the University of South Dakota at Springfield are:

ADDITIONAL STAFF

It is imperative that we receive funding for additional staff members to carry out the assigned task of offering preservice, inservice and upgrading of vocational teachers in T & I and Health Occupations.

The teacher training staff at USD/S consists of only two teacher trainers assigned a full-time teaching load on campus. At the present, we have been trying to meet our responsibilities through extension classes, Summer sessions, and on and off campus workshops. Many of the teachers are unable to attend summer sessions or workshops because of eleven-month contracts with no leave time granted for self-improvement. We are also unable to hold needed extension classes because we cannot get enough students in one area to justify the cost. It is also hard for a full-time on campus teacher to travel the distances required to assist the teachers in need of course work.

There are 209 T & I and Health Occupation teachers in 22 cities. (This does not include the Vocational-Technical staff on the USD/S campus). Over half, 65.4% of the T & I teachers and 69.2% of the Health Occupation teachers are presently teaching on a limited certificate and do not have a BSE degree. An additional full-time itinerant teacher would meet most of their needs. Teachers teaching on a permanent or full-certification basis need upgrading. At the present time, we are lacking provisions in the state for certified teachers to upgrade their occupational competencies. I feel there is a definite need for an exchange program between industry and teachers and it should be coordinated through the university on a college credit basis.

CURRICULUM DEVELOPMENT

The curriculum centers developed under Part I of Public Law 90-576 are, I believe, one of the greatest things that has happened to assist the classroom teachers. The quality of the materials developed is very good and cost is reasonable. Continued funding will allow curriculum development in areas not now covered and revise materials when needed.

COMPETENCY TESTS

We are a regional testing center for the National Occupational Competency Testing Institute. It is our belief that vocational teachers should be tested on occupational competencies. National testing would give a better indication of the teachers capabilities than local tests used in the past.

The cost of the test is now at $100.00 per test. If the cost goes any higher, we will have to return to our local tests which could be administered for $25.00.

I feel this institute should be funded to keep the cost of the test from rising and for the development of tests in more occupations.

Prepared Statement of Dr. Janet Shelver, Immediate Past President, South Dakota Personnel and Guidance Association, South Dakota School Counselors Division

Mr. Chairman and Members of the Committee, I am Janet Shelver. My background includes teaching and counseling. The NDEA Institutes of the 1960's opened the counseling field to me. During the last four years I have been involved with Career Education as well as being a practicing school counselor, writing the Guidance section for the "Career Awareness for Secondary and Elementary Students," a federally funded project, and served as a coordinator for the Sioux Falls elementary career education program. Presently, I am directing an EPDA/CETA Post-High project for Inservice Training in Individualized Instruction at the Southeast Area Vocational Technical School in addition to counseling duties.

My testimony today is in behalf of the South Dakota Personnel and Guidance Association (as Immediate Past President and the legislative liaison person), and the South Dakota School Counselors Division of the association. I sincerely appreciate the opportunity to present my views and the views of the SDPGA Legislative Concerns Committee regarding guidance and its relationship to Vocational Education as well as our concern for Career Education. Our SDPGA President, Dr. James Pedersen, Dean of Student Services at the South Dakota State University at Brookings, has also prepared written testimony for this Public Hearing on Vocational Education. We are responding to two areas: guidance as it relates to Vocational Education and guidance as it relates to the totality of career.

At this time it seems appropriate to present a brief overview of current SDPGA activities directed to the improvement of vocational guidance and counseling. The activities which I shall describe indicate that our SDPGA President and the SDPGA Professional Affairs Committee recognize the pressing need for action in the vocational/career guidance area and that as an association we are trying to actualize some of these changes to the best of our combined abilities. However, a combination of concern, concerted cooperation, continuing action, and financial support are needed to fully achieve the desired goal. An additional objective of this testimony is to present recommendations for Vocational Education legislation which will not only be of ultimate benefit to society, but will assist South Dakotans to maximize their potential and make the best use of available opportunities.

If guidance is to be effective, trained and skilled personnel are a basic requirement. We feel that all students have the right to receive guidance and that qualified guidance counselors should be available to all students; therefore our association developed recommendations for the up-dating of certification requirements for South Dakota school counselors. These recommendations were considered by the South Dakota Board of Education with a resultant action, January, 1976, which upgraded requirements for counselor certification. Although all the recommendations were not adopted, we feel that the standards for counselor certification has been improved in South Dakota.

We recognize that there is a need for training and retraining of personnel in vocational/career guidance and counseling. This is more than a local problem; it is a national need. The SDPGA supports the development and passage of legislation that will incorporate training and retraining of vocational guidance personnel to meet needs of the handicapped, minorities, those individuals detained in correctional institutions, those who are involved in mid-career occupational change, as well as the students who are in regular attendance in our schools.

Another project involves the presentation of seven SDPGA sponsored In-Service Career Development Workshops during the month of March, 1976, at seven different locations in the state. The purpose of the workshops is to provide "hands on" experience with career development guidelines for the classroom. Eleventh and twelfth grade students, teachers, and counselors will be involved. Students will explore strategies for utilizing information gained from ability and interest inventory instruments. Students will also examine relevant post-high training information pertaining to career alternatives. During the workshop, this guidance information will be integrated with the student's own experiences, values and goals relative to career choice.

The evaluation of these workshops will be useful in future implementation of career development as a learning option. Thus, we are already in a process of crossing the threshold into the broad scale implementation of in-service training for counselors and teachers in vocational and career guidance.

A Mini-Workshop in Career Education geared to the elementary and junior high school level will be included in the program of our Annual Spring SDPGA Conference which is scheduled for April of this year. Counselors and teachers will be sharing the responsibility of presenting the workshop. Key concepts of career education and a sharing of successful experiences that have resulted from the implementation of these concepts in student activities will be included in the workshop. This Mini-Workshop is only one of the available programs being offered at the two-day conference.

The recommendations for the 1972 "6th Report of the National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change" served as an impetus for directing attention to the need for improvement in counseling and guidance. These recommendations are still in need of implementation. The combined efforts of the National Advisory Council for Vocational Education, the American Personnel and Guidance Association and the American Vocational Association through their Report of the National Workshops: "To Implement Change in Counseling and Career Guidance," April 27–29, 1975, provides support for legislative action. The recommendations need to be moved to action in order to meet the needs of students from early age through adult years. We, in South Dakota, are in greater need of improved guidance and counseling services than our sister states; in as much as our South Dakota students have comparatively less exposure to the wide range of career alternatives offered by modern society.

The "survival skills" that were listed by Dr. Edwin L. Herr in an April 10, 1975, statement before the U.S. House of Representatives on Elementary, Secondary, and Vocational Education are important for survival in South Dakota, too. As Dr. Herr stated, "These types of survival skills are not substitutes for basic academic skills . . . . can no longer be treated as by-products of something else. They deserve attention in their own right." Included in the itemization of "survival skills" are:

1. Knowledge of one's personal strengths and weaknesses, preferences, values and the skill to relate these to educational and occupational options available. The ability to make realistic self-estimates.

2. Ability to use existing exploratory resources—e.g., educational opportunities, part-time work, books, audio-visual resources, etc.—to reality-test personal characteristics.

3. Knowledge of educational, occupational, social, life-style options and the skill to determine the interactions among them.

4. Ability to choose—to understand and apply the decision-making process purposefully and rationally.

5. Skill in interpersonal relationships—the ability to work cooperatively with others; understanding of worker-supervisory relations; adaptability to different persons and conditions.

6. Employability and job-seeking skills—understanding of applications and interviewing behavior.

7. Understanding of personal roles as an employee, a customer, a client, a manager, an entrepreneur.

8. Understanding of the interdependence of the educational and occupational structures; the pathways between them, the relationship of subject matter to its application in professional, technical and vocational settings.

9. Knowledge of how to organize one's time and energy to get work done, to set priorities, to plan.

10. Ability to see oneself as someone, as a person of worth and dignity, as a basis for seeing oneself as something.

These "survival skills" cannot be ignored, canonot be brushed aside with the expectation that the student will in some manner develop insights and gain these skills by chance. Rather, a planned approach presented by skilled personnel is an essential component of education and the right of every individual as he/she trains for the future whether that person is a youth or one who is in the process of mid or late career redirection. "Survival skills" are developed through a process of internalizing values, of experiencing so that the person recognizes a degree of personal value in the acquisition of that skill(s). This process requires time and requires a trained facilitator or leader. Therefore, we strongly urge that Vocational/Career Guidance and Counseling be provided as a separate, accountable program through legislation.

The South Dakota Personnel and Guidance Association and the School Counselor Division present the following recommendations as high priority items for legislative action in the area of Vocational Education:

1. Vocational/career guidance and counseling must be an integral and identifiable part of the total educational-manpower-agency system. It must be

accountable; it must be available to all ages. Therefore, a specific allocation of funding should be designated for the purpose of Vocational/Career Guidance programs.

2. Qualified guidance personnel are essential for the implementation of successful vocational guidance programs. Training and retraining of guidance personnel in vocational/career guidance skills should be included in the legislative considerations.

3. Counselor Education departments need to provide courses for preparing vocational/career guidance counselors. There should be an inclusion in legislation which provides resources to insure that counselor training institutions (colleges, universities) prepare guidance counselors for the vocational/career area.

4. The National Advisory Council for Vocational Education and the State Advisory Councils are composed of appointed individuals. We recommend that legislation provide for the membership of at least one (1) guidance professional on the National Advisory Council and at least one (1) guidance professional for each of the State Advisory Councils on Vocational Education.

Thank you for this opportunity to present the views of our association. We feel that it is highly important that legislation include attention to vocational/career guidance and counseling in this current year.

PREPARED STATEMENT OF JAMES O. PEDERSEN, PRESIDENT, SOUTH DAKOTA PERSONNEL AND GUIDANCE ASSOCIATION

I speak on behalf of nearly 300 professional personnel and guidance workers in South Dakota, who serve South Dakota youth from grade school through collegiate levels. Regardless of professional station, and the age level of student we serve, we can attest to the high need students have for better career education and vocational decision making skills. It is from this perspective that we support the Elementary and Secondary Career Education Act, 1976, HR 11023, presented by Representative Perkins, and S.2657, introduced by Senator Pell.

1. We support the concept that there is need for state coordination of career education-vocational guidance emphasis. Coordination should not be hidden in the vocational education division. That coordination should be impacting more clearly on all levels of learning from elementary, secondary education where the essential beginnings of good career education and guidance programs must originate, through vocational and collegiate education where the career decision making process is confirmed or redefined.

2. We believe the concept of initial federal leadership, and later reduction of federal commitment, is a logical means for encouraging and strengthening state and local district participation and continuation of career ed effort.

3. We agree wholeheartedly that a good guidance and counseling program is absolutely essential and at the heart of a successful career education program.

4. We heartily endorse the concept of state objective setting and related accountability.

5. We observe that a sizeable waste of human talent and related educational investment dollars results from the current inadequacy. The number of students entering post high planning institutions with uncertain career orientations has dramatically increased. In some institutions this group has more than doubled in the last two years. Uncertain economic and employment outlook causes students considerable anxiety and apprehension, and further confuses the decision making process. The future promises little change in these areas. This leads to the obvious forecast that large human and financial misinvestment will continue to plague young people and their parents unless aggressive intervention with positive career ed and constructive vocational decision making occurs.

The special career education and vocational guidance needs dictated by the preceding cannot be adequately met by the existing systems or resources. It is thus imperative that the federal and state governments take a strong and decisive role in moving career education and vocational guidance programs forward. To that end we wholeheartedly support the legislation presented by Mr. Perkins.

PREPARED STATEMENT OF DR. HARRY JASINSKI, DEAN, BUSINESS AND INDUSTRY, NORTHERN STATE COLLEGE

I would like to preface my remarks by stating that my comments will cover the "waterfront" on Vocational Education including the House Bill, Senate Bill, AVA's posture, and the administration.

I would hope that the House and Senate would oppose President Ford's recommended decrease of $8.6 million for Vocational Education.

One area that needs to be continued in the legislation is the funding of the EPDA section. Personally, I think each year there is a greater need for this funding. Teachers in Vocational Education need to be up-dated continually and this is a main source to accomplish the up-dating. I have a concern that it has been recommended that the funding be included with Special Projects and Training rather than occupational, vocational, and adult education as it has been in the past.

As I visited with colleagues at a recent meeting there was great concern expressed over the possibility of block funding to each state, apparently the funding would then go to the Elementary and Secondary Education sector. This type of funding would cripple Vocational Education because there are other delivery systems of Vocational Education other than Elementary and Secondary Education.

In the area of Research, the Pell Bill is recommending that the monies be assigned to the National Institute for Education (NIE). Past experiences show that this would not be a wise move, especially for Vocational Education.

Another area that bothers me, in one of the proposed bills, is a statement that funding would be made to "extend and improve and where necessary to maintain programs". I would like to suggest that we eliminate the words "where necessary". I think it is imperative that we continue to fund ongoing, successful programs. If we do not fund present programs we will see Vocational Education begin to slide backwards.

One of the bills also spells out the entire membership (by description) of the board of Vocational Education. To me, this is unrealistic. I would hope that the respective Governor of each state would be capable to appoint the appropriate types of individuals to the board.

At the recent AVA Convention where I conducted the business meeting of the Division of Business and Office, there were repeated recommendations that more funding be made available for equipment at the preparation institutions. It was a consensus of most faculty that secondary schools have more modern and up-to-date equipment than the colleges.

My last item of concern is with the CETA program. I have been informed that in some states the CETA programs are up to two years in length. To me this creates conflicts between HEW (Vocational Education) and the Department of Labor, of which no one can come out a winner. To the best of my knowledge CETA programs were to be short-term programs. If these CETA programs are to run up to two years, it seems to me we are operating a dual system. In addition, I think it would be sound management to have CETA programs use Vocational Education facilities whenever possible. It would be my opinion that our present legislation is not too bad.

PREPARED STATEMENT OF ARDIS YOUNG, ACTING HEAD, HOME ECONOMICS EDUCATION, SOUTH DAKOTA STATE UNIVERSITY

OUR PURPOSE

Vocational home economics deals with three major facets of an individual's life: those of wage earner, consumer, and homemaker. Because of this multiple focus, home economics plays a unique role in vocational education. Maintaining a curriculum that is relevant to meeting the needs of students in all three of these areas is a tremendous challenge. In South Dakota, as nationally, the following are our goals and priorities.

GOALS AND PRIORITIES

1. To improve the home environment and the quality of personal and family life for persons of all ages, sex, race, ethnic and cultural groups through vocational home economics programs.

Focus on individual and/or family needs including, but not limited to consumer education, parenting, nutrition, and child development.

Teach decision-making skills and their application to assist individuals in adjusting to or changing their family life styles.

Help individuals to manage their resources of time, energy, money and skills in the occupation of homemaking and/or in a wage-earning occupation.

Help individuals develop effective interpersonal relationships on the job, with family members, and others.

Provide for the development of knowledge and skills which prepare persons for employment in established as well as new and emerging home economics occupations.

Develop leadership and citizenship through active participation in the FHA/HERO and the adult home economics organizations which are an integral part of the curriculum.

2. To provide professional vocational home economics leadership for interdisciplinary-interagency program development and coordination, particularly for nutrition education programs including early childhood, prenatal and aging, consumer education programs, senior citizens programs, programs for handicapped, disadvantaged, institutionalized.

3. To provide services which assure quality in Vocational Home Economics Education programs such as: teacher education and supervision, both preservice and in-service; research-based curriculum development and program evaluation; development of instructional materials; provision of equipment related to the program emphasis; and administration and leadership in vocational home economics at national and state levels.

These goals can be reached in South Dakota only through the continued funding provided in vocational education legislation, preferably by 1) continuation of the provisions presently being made for Occupational Home Economics funding and 2) identification of consumer homemaking education as a separate category for funding.

PRESENT STATUS

Attached is a description of programs offered, numbers and types of students included in Vocational Home Economics in South Dakota.

NEEDS

The first two of the following perceived needs of our program can be met by passage of legislation already proposed. The last three stem from attitudes that need changing. Federal role modeling will be a great asset in encouraging these attitudinal adjustments.

1. Research is needed in the areas of the family. Legislation such as the Mondale bill (S2250) or its counterpart introduced by Duncan in the House (HR 9809) is essential to us. There is no way to create a relevant curriculum without constantly keeping in touch with real needs. Research can provide reliable indications of the real needs of families. On the state level research is particularly needed to assess number and type of jobs available to graduates of our occupational courses.

2. A continuation of separate funding (Part F) for Consumer Homemaking courses is important to us in South Dakota. This gives visibility to the portion of our curriculum that is uniquely essential to vocational education because of the supporting qualities it provides workers and the economy. Because consumer homemaking is an occupation, defining it with our other occupational areas, such as Mr. Perkins has done, is very appropriate.

3. Funding for vocational home economics, particularly consumer homemaking, needs to be more equitable on the state level. Considering the number of students served and scope of the program (see attached sheet #1) resources allocated Home Economics are disproportionately much lower than for other vo-tech areas.

4. Vocational Home Economics, especially Consumer Homemaking, needs to be seen as a discipline offering life skills for everyone—rather than stereotyped

as a field for women. Considering the many life style options now available to all people, it is to the disadvantage of the entire society if old attitudes continue to prevent groups of students from taking Consumer Home Ecônomics. Although new statutes make this stereotyping illegal, attitudes are not always changed by laws. School administrators and counselors are in a vital position for changing these attitudes if they so choose. It is our hope that these professionals will accept and promote the idea that the quality of life and self-sufficiency of all individuals can be enhanced by participation in the home economics curriculum.

5. Additional vocational funding and support is needed for the inclusion of more programs from which students can elect skill development courses in Occupational Home Economics. The career ladder in Occupational Home Economics offers varied job opportunities for men and women. Also, training at the high school level, with or without postsecondary training, in the area of Occupational Home Economics, offers opportunities in entrepreneurship. Alterationists, child care aides, food caterers, and home furnishing aides, as an example, could all either be self-employed or employed by someone else. This is an important aspect in a rural state where services are needed but people willing to provide such services are lacking.

SUMMARY REPORT 1975–76—OCCUPATIONAL HOME ECONOMICS

Gainful Employment—Secondary, Post Secondary, Adult (Part B–G).

SECONDARY PROGRAMS FOR 1975–76

	Female	Male
Food service:		
Alexandria	0	11
Artesian	0	9
Huron	0	44
Northwest Multidistrict (1st semester)	45	41
Parkston	14	0
Pierre	8	7
Sisseton	10	0
Northeast multidistrict	16	5
Vermillion	10	2
Wolsey	0	13
Total (235)	103	132
Child care:		
Huron	35	0
Pierre	34	0
Vermillion	13	0
Total (82)	82	0
Occupational cluster (1st semester):		
Plankinton Training School	17	11
Total (28)	17	11
Total occupational enrollment (345)	202	143
Flandreau Indian School (not reimbursed):		
Tea room workers	12	0
Cooks training	15	9
Child care	15	2
Careers in foods	4	4
Careers in clothing and textiles	16	0
Watertown: post-secondary—child care specialist	34	......

AREA VOCATIONAL SCHOOLS

Mitchell:		
Secondary program—cook training	11	91
Post-secondary program:		
Bakers	5	4
Chef training	7	20

Adult—occupational

Food Service Workshop—1975 for School Lunch Personnel at SDSU, Section I 66 F; Section II 61 F—1 M; Section III 37 F; Section IV 44 F; Bakers 27. Total 236.

Adult Occupational programs in eight public school swere scheduled during the year.

VOCATIONAL EDUCATION SECONDARY PROGRAMS—MINI PLAN REPORT, FISCAL 1975

	Enrollment	Number of programs	Total instructional costs	Estimated reimbursement	Average cost per student
Agriculture	3,844	68	$808,570.00	$309,246.00	$210.35
Distributive	1,262	38	326,586.00	161,643.00	258.78
Business and office	690	44	357,482.00	145,737.00	518.08
Health	38	3	18,506.00	8,023.00	487.00
Wage earning home economics	243	11	71,343.00	38,275.00	293.59
Home economics	14,849	116	1,395,549.00	82,072.00	
Trade and industrial	1,063	45	542,348.00	211,667.00	510.20
Total	21,989	325	3,520,384.00	956,663.00	
Multidistricts:					
Agriculture	35	1	19,810.00	8,335.00	566.00
Distributive	83	2	28,861.00	14,431.00	347.72
Business and office	47	4	29,467.00	12,608.00	626.96
Health	108	3	21,609.00	9,433.00	200.08
Wage earning home economics	31	2	19,626.00	8,596.00	633.10
Home economics	0	0	0	0	
Trade and industrial	465	16	157,094.00	66,058.00	337.84
Total	769		276,467.00	119,461.00	
Local administration			196,576.00	76,347.00	
Total	22,758		3,993,427.00	1,152,471.00	175.47
Special services programs			445,980.78	377,362.29	

SUMMARY REPORT—1975-76—CONSUMER HOMEMAKING

	Students	Female	Male
Homemaking I:			
Freshman	3,391	3,065	326
Sophomores	346	209	137
Juniors	206	57	149
Seniors	594	50	544
Total	4,537	3,381	1,156
Homemaking II:			
Freshman	15	4	11
Sophomores	1,649	1,621	28
Juniors	285	217	68
Seniors	126	64	62
Total	2,075	1,906	169
Homemaking III:			
Juniors	600	600	0
Seniors	397	370	27
Total	997	970	27
Homemaking IV:			
Juniors	10	10	0
Seniors	180	166	14
Total	190	176	14

SPECIAL CLASSES: (3,453 STUDENTS)

Textiles and clothing:			
Freshman	28	28	0
Sophomores	191	191	0
Juniors	321	319	2
Seniors	308	307	1
Total	848	845	3

SUMMARY REPORT—1975-76—CONSUMER HOMEMAKING—Continued

	Students	Female	Male
Housing—home furnishings:			
Sophomores	71	70	1
Juniors	124	120	4
Seniors	109	93	16
Total	304	283	21
Child development:			
Sophomores	142	139	3
Juniors	223	218	5
Seniors	202	187	15
Total	567	544	23
Family health:			
Sophomores	20	20	0
Juniors	18	18	0
Seniors	11	11	0
Total	49	49	0
Food and nutrition:			
Freshman	0	0	0
Sophomores	235	174	61
Juniors	326	229	97
Seniors	314	149	165
Total	875	552	323
Family relations:			
Sophomores	25	23	2
Juniors	261	221	40
Seniors	308	252	56
Total	594	496	98
Consumer education:			
Sophomores	6	6	0
Juniors	3	0	3
Seniors	17	11	6
Total	26	17	

PREPARED STATEMENT OF KEITH M. STOVER, DIRECTOR, VOCATIONAL EDUCATION FOLLOW-UP, UNIVERSITY OF SOUTH DAKOTA/SPRINGFIELD

As public concern for the use of its resources has grown and continues to grow, it has become necessary for vocational education to measure its achievements. The importance of the Vocational Education Research and Training Funds can be stressed most clearly in terms of Follow-Up research aimed at measuring these achievements. Results that present evidence of program effectiveness can play a useful role in retaining the support of the public and its legislators, both state and federal. To be prepared, vocational administrators, at all levels, must avail themselves of valid information about the effectiveness of their training programs.

Judgment about the effectiveness of vocational education can be made only after the results are observable. The success of graduates (are the graduates working in the field for which they were trained; did they continue to work in that field; how effective was their training; what are their earnings; what are their needs for further education) is the type of data that influences this judgment. (Attached is a sample of the materials utilized in gathering the data.) This feedback from and about graduates is invaluable to the school in planning for program initiation, operation, and evaluation.

Out of these needs, grew South Dakota Vocational Education Follow-Up, funded under Part C—Research and Training of the 1968 amendments. It is an accountability system designed to provide a statewide, uniform procedure for assessing the training given vocational students, supportive documentation for sound program evaluation and modification, and assistance in placement of vocational students.

The need for research assistance in the state of South Dakota was outlined as follows:

A. Need for follow-up feedback to identify curriculum relevancy as assessed by former students.

B. Need for feedback from business and industry relative to quality of training and education, as assessed by employers in terms of their employees' performance of the job.

C. Need for collection of data for computer based program and dissemination of results to appropriate decision making bodies for supportive documentation for sound program evaluation and modification.

D. Need for collection of information to assist regional placement of secondary and postsecondary vocational students.

In summary, it is my hope that the importance of the Research and Training Funds is dominant in the minds of our federal legislators, as research can provide the necessary information for optional learning, which should be the overriding objective of all vocational education.

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS,
Springfield, S. Dak.

DEAR FORMER STUDENT: The State Division of Vocational-Technical education needs your help in collecting information for evaluating vocational education programs in South Dakota. The information we are requesting will help to continually improve the quality of vocational programs and provide the best possible services to students and employers.

As a former vocational student, your activities and opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on the enclosed questionnaire. The completed form is to be returned in the self-addressed, stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

KEITH M. STOVER,
Director.

Enclosure.

☐☐☐☐☐☐☐ 31-FY-78

SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

EXIT

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Material obtained from this document will be considered confidential in accordance with the Family Educational Rights and Privacy Act of 1974.

PLEASE PRINT

1. Your name:
Last First Middle Initial

2. Your Social Security Number: ☐☐☐ ☐☐ ☐☐☐☐

3. At what address will mail always reach you?
Number and Street or Rural Route
City or Town State Zip Code

4. Telephone number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

5. Please list your parent or guardian name and address.
Last First Middle Initial
Number and Street or Rural Route
City or Town State Zip Code

6. Telephone number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

CIRCLE THE NUMBER OF YOUR RESPONSE

7. School in which enrolled:
1 Aberdeen
2 Rapid City
3 Sisseton
4 Sturgis
5 Watertown

8. Name of the vocational program you have completed, which you might seek employment in.

9. Date of completion or exit from the vocational program named in question 8. ☐☐ ☐☐☐☐
Month Year

10. What is your current employment status?
1 I am seeking a job.
2 I have obtained a Full-time job. (35 hours/week or more)
3 I have obtained a Part-time job. (34 hours/week or less)
4 I am not seeking a job.
5 Not willing to relocate.
6 Student
7 Unemployed-Personal reasons
8 Unemployed-Health
9 Military

11. How well do you feel you are prepared for the job you are seeking?

	Exc.	Avg.	Poor
Manual Skills	01	02	03
Technical Knowledge (Theory)	04	05	06
Communication Skills	07	08	09
Mathematical Skills	10	11	12
Occupational Record Keeping	13	14	15
Leadership	16	17	18

(over)

12. Based on your personal experience, please rate the quality of the following items as they apply to this voc-tech school:

	Exc.	Avg.	Poor
Attitude of the student body	01	02	03
Teachers' attitudes	04	05	06
School administrators attitude	07	08	09
Counseling	10	11	12
Placement	13	14	15
Student activities	16	17	18

13. Would you recommend this same training program to others interested in preparing for the same occupation?

1 Yes   2 No

If answered No, state reason(s)____________________________

____

____

____

If you have any questions or concerns, call Keith M. Stover, person-to-person, collect at (605) 369-2643.

Please return to:
Keith M. Stover, Director
South Dakota Vocational Education Follow-Up
University of South Dakota/Springfield
Springfield, SD 57062

☐☐☐☐☐☐☐

SD-FY-76

SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

FIRST YEAR FOLLOW-UP

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Material obtained from this document will be considered confidential in accordance with the Family Educational Rights and Privacy Act of 1974.

PLEASE PRINT

1. Your Name:

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Last First Middle Initial

2. Your Social Security Number: ☐☐☐ ☐☐ ☐☐☐☐

3. Your current address

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Number and Street or Rural Route

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City or Town State Zip Code

Telephone Number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

CIRCLE THE NUMBER OF YOUR RESPONSE

4. School from which you received your vocational training.
   - 1 Aberdeen
   - 2 Rapid City
   - 3 Sisseton
   - 4 Sturgis
   - 5 Watertown

5. What is your current status:
   - 01 I am seeking a job.
   - 02 I have obtained a full-time job. (35 hours/week or more)
   - 03 I have obtained a part-time job. (30 hours/week or less)
   - 04 I am being considered.
   - 05 I am not seeking a job.
   - 06 Self-employed
   - 07 Student
   - 08 Military
   - 09 Unemployed-Personal reasons
   - 10 Unemployed-Health
   - 11 Unemployed-Lack of job skills
   - 12 Not willing to relocate

6. Is your present job in the field, or a related field, for which you were trained in your vocational program?
   - 1 Yes If No, indicate the reason(s)
   - 2 Developed new work interests
   - 3 Got a job offer in another field
   - 4 Didn't like the work
   - 5 No jobs available in the field
   - 6 Didn't receive adequate training
   - 7 Could not earn enough money in that field
   - 8 Not willing to relocate

7. If you answered Number 6 Yes, what is the name of the vocational program you completed, which you are employed in.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

8. Your first full-time job in the field, or related field, for which you were trained.

Job title____________________

Immediate supervisor____________________

Firm name____________________

Firm address: Street____________________ Box_____

City____________ State________ Zip Code_______

☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐

(over)

9. How did you get your first full-time job?
01 The school placement service
02 Through parents or relatives
03 Through personal friends
04 Had a job with present employer
05 The vocational instructor
06 The school counselor
07 Job Service
08 A private employment agency.
09 Advertising
10 On my own

10. If your job is in the field for which you were trained, how adequately do you feel your vocational training prepared you for your job?
1 Excellent 2 Average 3 Poor

11. Rate the following items in relation to your vocational training program.

	Exc.	Avg.	Poor
Program was much like the real job	01	02	03
Course content was up-to-date	04	05	06
Tools and equipment were adequate	07	08	09
Classrooms and shops were adequate	10	11	12
Teaching methods were good	13	14	15
Teacher knew what the real job was like	16	17	18

12. If you have changed jobs since your first full-time job, please indicate your present, or last position: (if not omit)
Job title____________________
Immediate supervisor____________________
Firm name____________________
Firm address: Street____________________ Box______
City____________ State____________ Zip Code______

☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐

13. Please indicate your present hourly earnings or that of your last employment. This is to include hourly wage, commission, tips, etc.
1 $2.00 - $3.00
2 $3.01 - $4.00
3 $4.01 - $5.00
4 $5.01 - $6.00
5 $6.01 - $7.00
6 $7.01 - $8.00
7 $8.01 - $9.00
8 $9.01 - Up

14. How helpful is each basic skill listed below for the job for which you were trained?

	Necessary	Helpful	Not Necessary
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

15. Indicate how well your training in your vocational program prepared you for each of these basic skills.

	Exc.	Avg.	Poor
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

16. Would you recommend this same training program to others interested in preparing for the same occupation?
1 Yes 2 No

If answered No, state reason(s)____________________
____
____
____

17. Are you intending to continue your training?
01 No 02 Don't know
If Yes, in what area(s)
03 On-the-job training (employer sponsored)
04 Apprenticeship program
05 Public voc-tech program
06 Private voc-tech program
07 College
08 Armed services
09 Correspondence
10 Adult education

If you have any questions or concerns, call Keith M. Stover, person-to-person, collect at (605) 369-2643.

Please return to: Keith M. Stover, Director
South Dakota Vocational Education Follow-Up
University of South Dakota/Springfield
Springfield, SD 57062

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SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

EXIT

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PLEASE PRINT

1. Your name:
☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐ ☐
Last First Middle Initial

2. Your Social Security Number: ☐☐☐ ☐☐ ☐☐☐☐

3. At what address will mail always reach you?
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Number and Street or Rural Route
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City or Town State Zip Code

4. Telephone number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

5. Please list your parent or guardian name and address.
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Last name First name Middle Initial
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Number and Street or Rural Route
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City or Town State Zip Code

6. Telephone number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

CIRCLE THE NUMBER OF YOUR RESPONSE

7. School in which enrolled:
   1 Black Hills Area Voc-Tech School (Rapid City)
   2 Lake Area Voc-Tech School (Watertown)
   3 Mitchell Area Voc-Tech School
   4 Northwestern Voc-Tech School (Sturgis)
   5 Southeast Area Voc-Tech School (Sioux Falls)
   6 USD/Springfield

8. Name of the vocational program you are now leaving:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

9. Date of completion or exit from the vocational program named in question 8.
☐☐ ☐☐☐☐
Month Year

10. Why are you leaving the vocational program given in question 8?
   1 Shall have completed the program and met all requirements for graduation.
   2 Shall have completed the program, but did not meet all requirements for graduation.
   3 Have not completed the program, but developed sufficient skills to accept a full-time job in a directly related occupation.
   4 Am entering the military service.
   5 Am enrolling in a different Post-Secondary Voc-Tech School.
   6 Am enrolling in a college or university.
   7 Have lost interest.
   8 Can not afford instructional costs and living expenses.
   9 Am leaving for strictly personal reasons (marriage, family, moving, pregnancy, illness, etc.)
   10 Have decided to change my vocational goals but remain at this school.

11. What is your current employment status?
    1 I am seeking a job.
    2 I have obtained a Full-time job. (35 hours/week or more)
    3 I have obtained a Part-time job. (34 hours/week or less)
    4 I am not seeking a job.
    5 Not willing to relocate
    6 Student
    7 Unemployed-Personal reasons
    8 Unemployed-Health
    9 Military

12. How well do you feel you are prepared for the job you are seeking?

	Exc.	Avg.	Poor
Manual Skills	1	2	3
Technical Knowledge (Theory)	4	5	6
Communication Skills	7	8	9
Mathematical Skills	10	11	12
Occupational Record Keeping	13	14	15
Leadership	16	17	18

13. Based on your personal experience, please rate the quality of the following items as they apply to this voc-tech school:

	Exc.	Avg.	Poor
Attitude of the student body	1	2	3
Teachers' attitudes	4	5	6
School administrators attitude	7	8	9

14. Rate the following services.

	Exc.	Avg.	Poor
Counseling	1	2	3
Enrollment procedures and orientation	4	5	6
Housing	7	8	9
Financial aides	10	11	12
Placement	13	14	15
Student activities	16	17	18

15. a ______________________________ 14. b ______________
Signature Date

16. Would you recommend this same training program to others interested in preparing for the same occupation?
1 Yes 2 No

If answered No, state reason(s) ______________________________

If you have any questions or concerns, call Keith H. Stover, person-to-person, collect at (605) 369-2643.

Please return to:
Keith H. Stover, Director
South Dakota Vocational Education Follow-Up
University of South Dakota/Springfield
Springfield, SD 57062

☐☐☐☐☐☐ FE-FY-76

SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

FIRST YEAR FOLLOW-UP

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Material obtained from this document will be considered confidential in accordance with the Family Educational Rights and Privacy Act of 1974.

PLEASE PRINT

1. Your Name:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐
Last First Middle Initial

2. Your Social Security Number: ☐☐☐ ☐☐ ☐☐☐☐

3. Your name and address are printed on the identification label, on the accompanying letter, in accordance with our records. If they are incorrect, please print the correct information below:

Your corrected name:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐
Last First Middle Initial

Your corrected address:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Number and Street or Rural Route

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
City or Town State Zip Code

Telephone Number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

CIRCLE THE NUMBER OF YOUR RESPONSE

4. School from which you received your vocational training.
   1 Black Hills Area Voc-Tech School (Rapid City)
   2 Lake Area Voc-Tech School (Watertown)
   3 Mitchell Area Voc-Tech School
   4 Northwestern Voc-Tech School (Sturgis)
   5 Southeast Area Voc-Tech School (Sioux Falls)
   6 USD/Springfield

5. Name of the vocational program from which you received your training.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

6. When you left your voc-tech program did you seek full-time or part-time employment?
   1 Full-time (35 hrs./week or more)
   Part-time
   If part-time, indicate reason(s)
   3 No full-time jobs available
   4 Student
   5 Health
   6 Personal reasons
   2 No

If you checked part-time, go directly to "CURRENT STATUS" portion of this questionnaire.

7. Your first full-time job in the field, or related field, for which you were trained.

Job title____________________
Immediate supervisor____________________
Firm name____________________
Firm address: Street________________ Box______
City__________ State__________ Zip Code______

☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐

8. Please indicate the starting hourly wage for your first full-time job. This is to include hourly wage, commissions, tips, etc.
   1 $2.00 - $3.00
   2 $3.01 - $4.00
   3 $4.01 - $5.00
   4 $5.01 - $6.00
   5 $6.01 - $7.00
   6 $7.01 - $8.00
   7 $8.01 - $9.00
   8 $9.01 - Up

9. How did you get your first full-time job?
01 The school placement service
02 Through parents or relatives
03 Through personal friends
04 Had a job with present employer
05 The vocational instructor
06 The school counselor
07 Job Service
08 A private employment agency
09 Advertising
10 On my own

10. Was your first full-time job in the field, or related field, for which you were trained in your voc-tech program?
1 Yes If No, indicate the reason(s).
2 Developed new work interests
3 Got a job offer in another field
4 Decided I didn't like the work
5 Found out pay was too low
6 No jobs available in the field
7 Didn't receive adequate training in school
8 Not willing to relocate

11. How necessary was your training in initially obtaining your first full-time job?
1 Required 2 Helpful 3 Not Necessary

12. How adequately do you feel your training prepared you for your job?
1 Excellent 2 Average 3 Poor

CURRENT STATUS

13. Rate the following items in relation to your vocational training program.

	Exc.	Avg.	Poor
Program was much like the real job	01	02	03
Course content was up-to-date	04	05	06
Tools and equipment were adequate	07	08	09
Classrooms and shops were adequate	10	11	12
Teaching methods were good	13	14	15
Teacher knew what the real job was like	16	17	18

14. What is your current status:
01 I am seeking a job.
02 I have obtained a full-time job. (35 hours/week or more)
03 I have obtained a part-time job. (34 hours/week or less)
04 I am not seeking a job.
05 I am being considered.
06 Not willing to relocate
07 Student
08 Unemployed-Personal reasons
09 Unemployed-Health
10 Military

15. Are you presently employed by your first full-time employer?
1 Yes If No, indicate the reasons.
2 Laid off, or quit
3 Student
4 Employment advancement
5 Personal reasons
6 Desire to relocate
7 Health

16. How many other full-time jobs have you had since your first full-time employment upon training exit?
1 Still have first full-time job
2 One other
3 Two others
4 Three others
5 Four others
6 Five or more

17. If you have changed jobs since your first full-time job, please indicate your present, or last position: (if not omit)
Job title____________________
Immediate supervisor____________________
Firm name____________________
Firm address: Street____________________ Box________
City____________ State____________ Zip Code________

☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐

18. Please indicate your present hourly earnings or that of your last employment. This is to include hourly wage, commission, tips, etc.
01 \$2.00 - \$3.00
02 \$3.01 - \$4.00
03 \$4.01 - \$5.00
04 \$5.01 - \$6.00
05 \$6.01 - \$7.00
06 \$7.01 - \$8.00
07 \$8.01 - \$9.00
08 \$9.01 - \$10.00
09 \$10.01 - \$11.00
10 \$11.01 - \$12.00
11 \$12.01 - \$13.00
12 \$13.01 - Up

19. Is your present job in the field, or related field, for which you were trained in your voc-tech program?
1 Yes If No, indicate the reason(s)
2 Developed new work interests
3 Got a job offer in another field
4 Decided I didn't like the work
5 No jobs available in the field
6 Didn't receive adequate training in school
7 Found out pay was too low
8 Not willing to relocate

20. How helpful is each basic skill listed below, for the job for which you were trained?

	Exc.	Avg.	Poor
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

21. Indicate how well your training in your vocational-technical program prepared you for each of these basic skills.

	Exc.	Avg.	Poor
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

22. In general how would you rate your vocational-technical program?
1 Exceptional 2 Overtrained 3 Adequate 4 Inadequate

23. Are you intending to continue your training, and if so, in what area(s).
1 On-the-job training
(employer sponsored)
2 Adult education
3 Public voc-tech program
4 Private voc-tech program
5 College
6 Apprenticeship program
7 Armed services
8 Correspondence

24. Are you completely satisfied with your job?
1 Yes If No, indicate reason(s)
2 Not challenging
3 Not enough money
4 Poor working conditions
5 Prefer to work in different geographic area
6 Personality conflict
7 No opportunity for advancement

25. I would be interested in moving to another job if I had an opportunity for advancement.

1 No

If Yes, I would prefer to live in (check one)

2 South Dakota Community under	10,000
3 South Dakota Community	10,000 - 30,000
4 South Dakota Community	30,000 - 100,000
5 Out of State under	10,000
6 Out of State	10,000 - 30,000
7 Out of State	30,000 - 100,000
8 Out of State over	100,000

26. Rate yourself on the items listed below in comparison with other workers of about the same age and who have been on the same job, or a similar one, for approximately the same length of time.

	Exc.	Avg.	Poor
Job knowledge	01	02	03
Promotability	04	05	06
Customer relations	07	08	09
Interest in your job	10	11	12
Willingness to assume responsibility	13	14	15
Job performance	16	17	18

27. a. Signature ______________________ b. Date __________

[illegible]. Would you recommend this same training program to others interested in preparing for the same occupations?
1 Yes 2 No
If answered No, state reason(s) ______________________
____
____
____

Please return to: Keith N. Stover, Director
South Dakota Vocational Education Follow-Up
University of South Dakota/Springfield
Springfield, SD 57062

☐☐☐☐☐☐ P3-FY-76

SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

FIFTH YEAR FOLLOW-UP

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Material obtained from this document will be considered confidential in accordance with the Family Educational Rights and Privacy Act of 1974.

PLEASE PRINT

1. Your Name:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐
Last First Middle Initial

2. Your Social Security Number: ☐☐☐ ☐☐ ☐☐☐☐

CIRCLE THE NUMBER OF YOUR RESPONSE

3. School from which you received your vocational training.
1 Black Hills Area Voc-Tech School (Rapid City)
2 Lake Area Voc-Tech School (Watertown)
3 Mitchell Area Voc-Tech School
4 Northwestern Voc-Tech School (Sturgis)
5 Southeast Area Voc-Tech School (Sioux Falls)
6 USD/Springfield
7 Pierre School of Nursing

4. Name of the vocational program from which you received your training.
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

5. What is your current employment status:
01 I am seeking a job.
02 I have obtained a full-time job. (35 hours/week or more)
03 I have obtained a part-time job. (34 hours/week or less)
04 I am not seeking a job.
05 I am being considered.
06 Not willing to relocate
07 Student
08 Unemployed-Personal reasons
09 Unemployed-Health
10 Military

6. I am:
1 Self-employed
2 Employed in family business or farm
3 Employed by private business or farm
4 Employed by federal, state, or local government

7. Are you presently employed by your first full-time employer?
1 Yes If No, indicate reason(s)
2 Laid off or quit
3 Student
4 Employment advancement
5 Personal reasons
6 Desire to relocate
7 Health

8. How many other full-time jobs have you had since your first full-time employment?
1 Still have first full-time job.
2 One other
3 Two others
4 Three others
5 Four others
6 Five or more

9. Your present full-time job, in the field or related field, for which you were trained.
Job title______________________________
Immediate supervisor________________________
Firm name______________________________
Firm address: Street____________________ Box______
City__________________________ Zip Code______

☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐

10. Please indicate your present hourly earnings. This is to include hourly wage, commission, tips, etc.
01 \$2.00 - \$3.00
02 \$3.01 - \$4.00
03 \$4.01 - \$5.00
04 \$5.01 - \$6.00
05 \$6.01 - \$7.00
06 \$7.01 - \$8.00
07 \$8.01 - \$9.00
08 \$9.01 - \$10.00
09 \$10.01 - \$11.00
10 \$11.01 - \$12.00
11 \$12.01 - \$13.00
12 \$13.01 - Up

11. Is your present job in the field, or a related field, for which you were trained in your voc-tech program?
1 Yes If No, indicate the reason(s)
2 Developed new work interests
3 Got a job offer in another field
4 Decided I didn't like the work
5 No jobs available in the field
6 Didn't receive adequate training in school
7 Found out pay was too low
8 Not willing to relocate

12. How helpful is each basic skill listed below, for the job for which you were trained.

	Necessary	Helpful	Not Necessary
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

13. Indicate how well your training in your vocational-technical program prepared you for each of these basic skills.

	Exc.	Avg.	Poor
Manual skills	01	02	03
Technical knowledge (Theory)	04	05	06
Communication skills	07	08	09
Mathematical skills	10	11	12
Occupational record keeping	13	14	15
Leadership	16	17	18

14. In general how would you rate your vocational-technical program?

1 Exceptional
2 Overtrained
3 Adequate
4 Inadequate

15. What form of additional education/training have you received since the completion of your vocational-technical program?

1 On-the-job training (employer sponsored)
2 Adult education
3 Public voc-tech program
4 Private voc-tech program
5 Apprenticeship program

College
6 Two-year
7 Four-year
8 Armed services
9 Correspondence

16. Level of achievement accomplished through this education/training?

1 Certificate of Diploma
2 Journeyman
3 Degree
4 None

17. Are you completely satisfied with your job?

1 Yes

If No, indicate reason(s)
2 Not challenging
3 Not enough money
4 Poor working hours
5 Prefer to work in different geographic area
6 Personality conflict
7 No opportunity for advancement

18. I would be interested in moving to another job if I had an opportunity for advancement.

1 No

If Yes, I would prefer to live in (check one)

2	South Dakota Community under	10,000
3	South Dakota Community	10,000 - 30,000
4	South Dakota Community	30,000 - 100,000
5	Out of State under	10,000
6	Out of State	10,000 - 30,000
7	Out of State	30,000 - 100,000
8	Out of State over	100,000

19. Rate yourself on the items listed below.

	Exc.	Avg.	Poor
Job knowledge	01	02	03
Promotability	04	05	06
Customer relations	07	08	09
Interest in job	10	11	12
Willingness to assume responsibility	13	14	15
Job performance	16	17	18

20. a. Signature______________________________b. Date_____ ___

21. Would you recommend this same training program to others interested in preparing for the same occupation?

1 Yes
2 No

If answered No, state reason(s)______________________________

If you have any questions or concerns, call Keith M. Stover, person-to-person, collect at (605) 369-2643.

Please return to:
Keith M. Stover, Director
South Dakota Vocational Education Review
University of South Dakota/Springfield
Springfield, SD 57062

☐☐☐☐☐☐ 96-FY-76

SOUTH DAKOTA VOCATIONAL EDUCATION FOLLOW-UP

EMPLOYER FOLLOW-UP

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Material obtained from this document will be considered confidential in accordance with the Family Educational Rights and Privacy Act of 1974.

PLEASE PRINT

1. Employee's Name:

2. Firm Name:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3. Firm Address:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Number and Street
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
City State Zip Code

4. Telephone Number: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

5. Employee's Immediate Supervisor:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

6. Employee's Approximate Length of Employment: ☐☐ Years ☐☐ Months

CIRCLE THE NUMBER OF YOUR RESPONSE

7. Employee is: 1 Salaried 2 Hourly wage

8. Employee is working:
1 35 hours per week or more
2 Less than 35 hours per week
3 Seasonal

9. What per cent of your employees have formal vocational-technical training?
1 25% 2 50% 3 75% 4 100%

10. In comparison with other workers of about the same age, and who have been on the same job, or a similar one, for approximately the same length of time, how would you rate this employee on:

	Exc.	Avg.	Poor
Job knowledge	1	2	3
Promotability	4	5	6
Customer relations	7	8	9
Interest in his job	10	11	12
Willingness to assume responsibility	13	14	15
Job performance	16	17	18

11. Did you interview this employee before he was hired?
1 Yes 2 No

12. Did you contact the school prior to hiring this employee?
1 Yes 2 No

(over)

13. Which of the following reason(s) most influenced you to hire this individual?
    1 Contact with Placement Director
    2 Contact with employee's teacher or teachers
    3 Student credentials
    4 Student sold himself during interview
    5 School reputation
    6 Employee's grades
    7 Previous employer's recommendations

14. Would you hire this employee again? 1 Yes 2 No

15. Did you have to give the employee additional training to place him on on the job?
    1 Yes 2 No

16. Have you hired previous employees from South Dakota Vocational-Technical schools?
    1 Yes 2 No

17. Would you recommend hiring students from the same training program to other interested employers?
    1 Yes 2 No
    If answered No, state reason(s)________________________________
    ____
    ____
    ____

If you have any questions or concerns, call Keith M. Stover, person-to-person, collect at (605) 369-2543.

Please return to: Keith M. Stover, Director
South Dakota Vocational Education Follow-Up
University of South Dakota/Springfield
Springfield, SD 57062

12. HOW WELL DO YOU FEEL YOU ARE PREPARED FOR THE JOB YOU ARE SEEKING?

[In percent]

	Number of reply	Manual skills			Technical knowledge (theory)			Communication skills			Mathematical skills			Occupational record keeping			Leadership		
		Excellent	Average	Poor	Excellent	Average	Poor	Excellent	Average	Poor	Excellent	Average	Poor	Excellent	Average	Poor	Excellent	Average	Poor
By school:																			
Rapid City	45	84.4	13.3	02.2	86.7	11.1	02.2	34.1	54.5	11.4	20.9	48.8	30.2	14.0	44.2	41.9	48.8	41.9	09.3
Watertown	50	74.0	20.0	6.0	94.1	5.9	....	51.0	41.2	7.8	32.0	46.0	22.0	38.8	44.9	16.3	82.4	13.7	3.9
Mitchell	26	70.6	23.8	5.6	85.2	12.5	2.5	39.1	49.2	11.7	31.0	42.9	26.2	43.7	34.9	21.4	64.6	30.7	4.7
Sturgis	17	70.6	11.8	17.6	70.6	29.4	....	41.1	47.1	5.9	47.1	47.1	05.9	29.4	41.2	29.4	70.6	23.5	5.9
Sioux Falls	44	63.6	27.3	9.1	79.5	20.5	....	43.2	47.7	9.1	33.3	54.8	11.9	25.6	48.8	25.6	51.1	54.4	4.4
Springfield	66	68.2	21.2	7.6	68.2	28.8	3.0	15.7	55.4	10.8	31.8	51.5	16.7	51.5	31.8	16.7	54.5	37.9	7.6
Pierre	75	85.2	12.5	2.5	74.0	20.0	6.0	43.7	34.9	21.4	70.6	23.5	5.9	70.6	29.4	....	34.1	54.5	11.4
By program—Watertown:																			
Certified lab assistant	2	100	....	....	100	....	....	50.0	50.0	....	50.0	50.0	....	100	....	....	100	....	....
Licensed practical nurse	19	36.8	63.2	....	31.6	68.4	....	21.1	73.7	05.3	45.8	21.3	....	15.8	84.2	....	23.5	70.6	05.9
Medical assistant	5	60.0	40.0	....	50.0	50.0	....	33.0	66.7	....	....	100	....	....	100	....	50.0	50.0	....
Radiological technology	1	60.0	40.0	....	50.0	50.0	....	33.0	66.7	....	100	....	....	100	....	....	100	....	....
Automotive	1	....	100	....	....	100	....	100	....	....	....	100	....	....	100	....	....	100	....
Cosmetology	4	33.3	33.3	33.3	25.0	75.0	....	66.7	33.3	....	....	75.0	25.0	33.3	66.7	....	....	66.7	33.3
Electronics	1	....	100	....	....	....	....	....	....	100	....	....	100	....	....	100	....	100	....

PREPARED STATEMENT OF RICHARD L. ZIEGLER, ASSISTANT DIRECTOR, MITCHELL AREA VOCATIONAL TECHNICAL SCHOOL

My comments will be regarding the student personnel in a Post-High area of the Mitchell Area Vocational Technical School concerning guidance and placement. We believe that there is dignity in work and that the people in South Dakota desire to earn their living rather than to receive welfare.

I have found since the starting of this school in 1968, that most of the students have not had sufficient guidance in knowing themselves or understanding the world of work. With the decreasing farm population we are finding the students must have Vocational Technical training in order to enter the world of work.

A recent labor report indicates 19.9% unemployment of teenagers. Seventy-two percent of our students are teenagers and they have demonstrated not only seeking and obtaining employment but advancement in their field. I will site a small number so that a person may relate to them.

We had one young man, a Veteran who graduated from our school, who took a job with an Electrician, then purchased the business and presently hired fourteen people, twelve of these are graduates of Mitchell Area Vo-Tech School. We also have a young man who has taken our Agricultural Marketing & Management program and has had two very profitable years even under the drought conditions in South Dakota. We have had many employers come back for second and third times for a Secretarial student to fulfill their clerical needs.

The students at Mitchell Area Vocational Technical School are from the same areas as in the past with 8 to 10% from Mitchell. This year we have had 8 to 10% from the large communities in South Dakota such as Aberdeen, Huron, Sioux Falls and Rapid City. The balance of 82% come from towns with a population of 2,000 and under and the rural areas. At the time of graduation we consistently have 90% or better employed in the area that they desire to work.

At this time the students who are completing their work during February are finding employment. According to our survey this fall we had well above 50% of our students in the areas in which they were trained.

I was indeed pleased to see that you, Congressman Pressler, addressed yourself to the fact that there is a difference in the treatment of Veterans in Vocational Technical Schools and in Colleges. I feel that we must treat all people similarly and there should not be a difference in the treatment of Veterans whether they attend Vocational Schools or Colleges. I also question the administration of advanced payment and making schools liable for non-reporting a student withdrawing from school. Until the school has control of the checks going to the Veterans, there is no way that we can be liable for an over-payment to a Veteran. The many changes that the Veterans Administration has made during the last three years in handling of the payment of Veterans has been confusing and incomplete in the directions given to the Veteran. Prior to the Veterans Administration making changes, they should check with representative schools to see if the changes are feasible.

The $4.00 payment received from the Veterans Administration to do all the paper work, postage, and follow-up study is barely a token to the cost and effort expended by those who work with it. If requested, I would be very happy to give further detail.

We recently received indications that our financial aid will be higher, so we can be of service to more of our students. The College Base programs offered to many colleges is above that which we receive. At this time the amount of government funding for administering these programs, which is very complex, is inadequate.

We have always had a large number of handicapped and disadvantaged students who complete their schooling and receive employment. Approximately 80% of our trained persons will need a Vocational Technical background and 20% a college degree; therefore, I feel that the student at a Vocational Technical School should be treated similar to those in College. It is just as important that we have technicians as it is to have college trained persons. There is dignity in all levels of work.

Prepared Statement of Carl Ritenour, Director, South Dakota VIEW, University of South Dakota at Springfield

The task of making a career decision in a growing and changing society is a complex one. With the advent of automation and technological change, job opportunities have been drastically altered. In many occupations the amount and type of education and training needed to enter the occupation have changed. The composite of these change factors necessitate a systematic approach to maintaining current occupational and educational information. Such a system would make available to those confronted with a career decision the best information on which to make career choices.

In making a career decision, students must be informed about a variety of aspects of the world of work. Ideally, the VIEW System is first used in the elementary grades and utilized throughout the individuals formal schooling until a career decision is made. The student needs to know which occupations have an over-supply of workers as well as those where shortages exist. They need to be aware of the salary ranges and availability of jobs by geographic location. They need to know how to go about preparing themselves for the occupation they have chosen.

The person who makes a career decision bases on accurate information about the world of work is less likely to change jobs once the choice has been made; a benefit to the employer as well as the employee.

To develop and maintain a current, accurate, understandable, occupational information system, to localize this information for South Dakota and to make it readily accessible to users will require continued and increased federal support in the form of adequate Vocational Education funding.

The following pages and the attached brochure will explain the role VIEW has played in career education in South Dakota.

The South Dakota VIEW Program

(Funded by The Division of Vocational Technical Education, E. B. Oleson, State Director; David S. Bonde, Assistant State Director; Carl Ritenour, Director, South Dakota VIEW)

The Vital Information for Education and Work (VIEW) program is a career information system to be used by young men and women to assist them in planning future careers.

The Junior High and High School VIEW System was introduced to the South Dakota Personnel and Guidance Association in the fall of 1971. Upon receipt of this group's endorsement, the South Dakota Division of Vocational and Technical Education began the process of establishing a VIEW pilot program. During the winter of 1971–1972, 15 secondary schools were selected for the pilot program and the University of South Dakota at Springfield was selected as the contract agency to develop the VIEW materials.

The first materials were developed and presented to the South Dakota Personnel and Guidance Association for reactions in the spring of 1972. The SDPGA endorsed the experimental materials and provided input for further development of the project at that time.

Since the introduction of the VIEW System in 1971, the South Dakota Division of Vocational and Technical Education has continually expanded funding of the project so that by the fall of 1974, every public high school district in South Dakota had been supplied with microfiche readers and one or more sets of career information material.

In 1974–1975, Elementary VIEW was introduced on a pilot basis and is state wide at the present time. Although the elementary schools must purchase their own microfiche readers, most schools have done so and the VIEW materials are available to them free of charge.

In 1975, microfiche readers and VIEW materials were made available to all Job Service Offices, Rehabilitation Offices, Mental Health Centers, Charity and Correction Institutions and the six Vocational-Technical Schools in South Dakota.

During the 1975–1976 school year, the Division of Vocational-Technical Education and the Division of Rehabilitation are working in a cooperative effort to identity and develop career education material for the areas of Epilepsy, Paraplegia, Quadraplegia, Visually Impaired, Mentally Handicapped, Hearing Impaired and Diabetic.

The VIEW user on any level receives a Coordinator's Directory, Student's Directory, 4 on 1 soft copy of occupational scripts, People-Data-Things booklet, a 13 Cluster poster set, and one South Dakota Health Occupations poster. In addition, Junior High-Adult users receive a Private and Public Vocational-Technical School Directory.

The Coordinator's Directory is a resource guide containing information about the following areas:

Apprenticeship Programs
Armed Services
Financial Aid
Post-High Institutions
Special Needs
American College Testing
Board of REgents
Bureau of Indian Affairs
Charities and Corrections
Civil Service Jobs
Community Resources
Education and Affairs
Health Care Resources
Elementary and Secondary Education
Job Service Area (Employment Security)
Social Welfare
Physically Handicapped
Visually Handicapped
Vocational Rehabilitation
Vocational and Technical Education
Industrial Development Expansion Agency
Majors and Minors
Mental Health
Multi District
South Dakota Post-High School Coordinating Council
Service Clubs
Summer Employment
South Dakota Personnel and Guidance
Yellow Pages
Career Exploration Worksheets
South Dakota Career Education Materials
Career Development Bibliography

Each VIEW script consists of four pages of information, including a description of the occupation and the qualifications necessary to fill that position, salary ranges and job availability localized for the state of South Dakota, a list of post-high institutions in South Dakota where training can be obtained, and a list of sources for additional information.

The VIEW materials are distributed and updated during seven, one-day workshops which are conducted by the VIEW Director. These meetings offer the VIEW coordinators an opportunity to familiarize themselves with the VIEW system and to exchange ideas on career education with other counselors who are involved in this area. During the school year, the counselors are kept current on career education by a quarterly newsletter.

At the present time, all citizens have access to the VIEW materials through the following sources: all public schools and many private schools, Job Service Offices, Rehabilitation Offices, Mental Health Centers, Charity and Correction Institutions, six Vocational-Technical Schools in South Dakota as well as other post-high institutions. Our purpose is to continue to provide complete, accurate and up-to-date occupational information for all the citizens of South Dakota.

SOUTH DAKOTA

VIEW

VITAL INFORMATION FOR EDUCATION AND WORK

. . . a career education opportunity for South Dakota's citizens

VIEW is:

- an up—to—date system of career information that can help inform today's citizens of the choices and options open to them after leaving school.
- information which is localized for South Dakota.
- continually being updated and new careers are being added annually.
- indexed.
- easily stored.
- easily retrieved.

VIEW is used in:

- Elementary, Jr. High, and High Schools.
- Job Service Area (Employment Security Division).
- Mental Health Centers.
- Rehabilitation Offices.
- Charity and Corrections Institutions.
- Post—High Career Planning Centers.

Jr. & Sr. High VIEW

was introduced to the South Dakota Personnel and Guidance Association in the Fall of 1971.

VIEW Consists of:

- a Coordinator's Directory.
- a Student Directory containing student related information from the Coordinator's Directory plus a list of the 419 careers and their descriptions.
- 4-on-1 soft copy of occupations.
- a Directory of Public and Private South Dakota Vocational and Technical Education Institutions.
- Posters advertising VIEW.

Directory Includes:

- VIEW Utilization
- Alphabetical List of Careers
- D.O.T. Numerical List
- 13 Job Clusters
- Brief Job Descriptions
- Apprenticeship Program
- Armed Services
- Financial Aid
- Post—High Institutions
- Special Needs
- American College Testing
- Board of Regents
- Bureau of Indian Affairs
- Charities and Corrections
- Civil Service Jobs
- Community Resources
- Education and Affairs
- Health Care Resources
- Elementary and Secondary Education
- Job Service Area (Employment Security)
- Social Welfare
- Physically Handicapped
- Visually Handicapped
- Vocational Rehabilitation
- Vocational and Technical Education
- Industrial Development Expansion Agency
- Majors and Minors
- Mental Health
- Multi District
- South Dakota Post—High School Coordinating Council
- Service Clubs
- Summer Employment
- South Dakota Personnel and Guidance
- Yellow Pages
- Career Exploration Worksheets
- South Dakota Career Education Materials
- Career Development Bibliography

VIEW Scripts Contain:

- Occupation Descriptions
- Job Responsibilities
- Qualifications
  - Personal Characteristics
  - Natural Abilities
  - Physical Requirements
- Occupational Preparation
- Job Opportunities
  - Salary Range
  - Job Characteristics
  - Fringe Benefits
- Employment Opportunities
  - Job Availability
  - Advancement
- South Dakota Post—High Institutions
- Job Clusters
- Sources For Additional Information

The State Rehabilitation Division and the South Dakota VIEW are identifying and developing career education material for the following areas:

Epilepsy
Paraplegia
Quadraplegia
Visually Impaired
Mentally Handicapped
Hearing Impaired
Diabetic

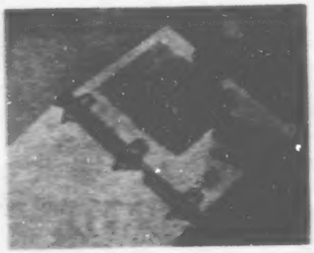
* * * * * * * * * * * * * * *

Elementary VIEW

was introduced on a pilot basis for 1974 and became state wide in 1975.

VIEW Consists Of:

- a Coordinator's Directory
- a Student Directory
- 4-on-1 soft copy of occupations
- posters advertising VIEW
- a Curriculum Resource Guide on Elementary VIEW Utilization developed by Helen K. Dickson, Career Education Specialist
- K-6 Elementary Career Awareness Guides, also developed by Mrs. Dickson
- 316 occupations on micro-fiche



Workshops

Seven one-day workshops are held annually to distribute the updated VIEW material and additional information.

Newsletter

A newsletter is produced quarterly in a joint effort between the South Dakota Career Education Staff at Watertown and the South Dakota VIEW Staff at Springfield.

Our Commitment

Our commitment to our students, our state, and country will be fulfilled only when we have made all opportunities available to all who need and want them. The Vital Information for Education and Work program is an opporutnity that we are happy to make available to the citizens of South Dakota.

Produced by:

THE SOUTH DAKOTA VIEW STAFF

UNIVERSITY OF SOUTH DAKOTA
AT SPRINGFIELD

SPRINGFIELD, SOUTH DAKOTA

CARL RITENOUR, Director

MARY LEE WARREN, Secretary

Funded By:

E. B. OLESON, State Director
DIVISION OF VOCATIONAL AND
TECHNICAL EDUCATION

SOUTH DAKOTA Voc·ed
VOCATIONAL-TECHNICAL EDUCATION

AFTERNOON SESSION

Mr. PRESSLER. The Subcommittee will be in order.

The fourth panel is the panel on Indian Education and I would like to introduce to the committee, Mr. Richard Whitesell, the superintendent of the Flandreau Indian School, Flandreau, South Dakota and also introduce Mr. Percy Archambeau, the cochairman, Yankton Sioux Tribe, from Wagner, South Dakota.

You fellow chairmen may introduce yourselves and your panel or have them introduce themselves.

PANEL NO. 4—INDIAN EDUCATION: RICHARD WHITESELL, SUPERINTENDENT, FLANDREAU INDIAN SCHOOL; PERCY ARCHAMBEAU, TRIBAL CHAIRMAN, YANKTON SIOUX TRIBES; HERB WOUNDED HEAD, EXECUTIVE DIRECTOR, PLANNING AND DEVELOPMENT ADMINISTRATION, YANKTON SIOUX TRIBES; BUZZ LaPOINTE, EXECUTIVE DIRECTOR, DAKOTA PLAINS INSTITUTE OF LEARNING, MARTY INDIAN SCHOOL; SANDRA LeBEAU, REPRESENTING CHEYENNE-RIVER TRIBES; GORDON JONES, CHAIRMAN, TRIAL INDIAN SCHOOL BOARD; AND CAL RONDELL, REPRESENTING, SISSETON-WAHPETON SIOUX TRIBES

Mr. WHITESELL. I'm Richard Whitesell, superintendent of Flandreau Indian School, Flandreau, South Dakota.

Mr. ARCHAMBEAU. I'm Percy Archambeau, chairman of the Yankton Sioux Tribe.

Ms. LEBEAU. I'm Sandra LeBeau, representing the Cheyenne River Sioux Tribe.

Mr. JONES. I'm Gordon Jones, chairman of the Tribal Indian School Board and representative of the Flandreau Tribe.

Mr. WOUNDED HEAD. My name is Herb Wounded Head. I work for the Yankton Sioux Tribe.

Mr. LAPOINTE. My name is Enoch LaPointe, representing Marty Indian School, Marty Indian School Board.

Mr. RONDELL. I'm Calvin Rondell, representing the Sisseton-Wahpeton Sioux Tribe.

STATEMENT OF RICHARD WHITESELL, SUPERINTENDENT, FLANDREAU INDIAN SCHOOL

Mr. WHITE. Charles White, representing the Standing Rock Sioux Tribe.

Mr. WHITESELL. The Flandreau Indian School is an off-reservation boarding high school located at Flandreau, South Dakota. We have an authorized enrollment of about 550 students. This enrollment area where our students come from is a nine-State area, going as far west as Montana and as far west as the State of Michigan.

The enrollment at the Flandreau Indian School has remained somewhat stable even though nationwide there has been decline in off-reservation boarding school attendance. We feel one of the reasons for the enrollment being stable is that many students are coming to

Flandreau and exercising perhaps—seeing us, not exercising—seeing us as an alternative school. But the fact remains that our enrollment is staying stable and has been increasing year after year.

I think for the record I would like to state that starting about 1931, at Flandreau, a vocational program was put in, a 4-year vocational program, and across the bureau and across the United States, I think the Bureau of Indian Affairs was the leader in vocational education. Our faults at that time were probably an overemphasis, that every student who entered an off-reservation boarding school had a half year of vocational training whether he wanted it or not. As a result of the overemphasis on vocational education, in 1963 a policy was put out that the schools would no longer be involved in vocational education. We in turn would become academically oriented, and we set goals that by 1970, 90 percent of our students would be graduating from high school and 50 percent of those graduating would go into college and 50 percent into vocational schools. I think we were at serious fault in establishing goals without assessing what the needs were. Today we find ourselves throughout the bureau with a lack of voc-ed programs for high school students, where the private sector in the meantime is growing by leaps and bounds in the area of vocational education.

I read a statistic not too long ago that said that 72 percent of all students, not just Indian students, complete their education at the time they graduate from high school or before graduation from high school. Now if this is the case, then we are not doing a very good job at meeting the needs of Indian students or all students that are completing their formal education at the time of high school graduation.

This brings us to what our current program is at Flandreau. And it cannot be vocational and it cannot be terminal in any sense any longer, for we say that we are prevocational in the hopes that we can provide enough skills for students so that they can enter a vocational school and maybe complete the course in one-half the time. We are now providing six main areas; building trades, auto mechanics, auto body, food service, secretarial skills, and welding and metals. Our problem at this point seems to be that these programs are being operated in buildings that were not designed for education or classrooms.

We are currently operating one of our programs in a dairy barn that was built in 1932. We have a machine shed that was built in 1929 that's been converted to a vocational shop. We have another one I think was a chicken coop, I'm not sure what it was, but that was built in 1903 and that houses another one of our vocational areas. The equipment that we are operating with is obsolete, in fact you cannot even buy safety equipment for these machines any longer.

No funds are currently provided by the Bureau of Indian Affairs that are earmarked as vocational educational funds for high schools.

We currently operate two programs; one at SIPI, the Southwest Indian Polytechnical Institute at Albuquerque, New Mexico and there is a vocational program here at Haskell. These are both postsecondary.

Our budget at Flandreau is the lowest per pupil of any off-reservation boarding school in the United States.

I would close this hoping that somewhere realization is made that the needs of Indian students attending Flandreau and any other Bureau operated school are not being adequately met the way we're geared at the present time in an academically oriented setting.

STATEMENT OF PERCY ARCHAMBEAU, TRIBAL CHAIRMAN, YANKTON SIOUX TRIBES

Mr. ARCHAMBEAU. Greetings to the U.S. Subcommittee on Elementary, Secondary, and Vocational Education. My name is Percy Archambeau. I am chairman of the Yankton Sioux Tribe and the United Sioux Tribes of South Dakota Development Corp. It is gratifying to have this opportunity to cochair this panel on Indian education especially as it pertains to vocational education in the State of South Dakota.

On my reservation, an historical event took place on March 19, 1975, in regards to Indian education. On that day a legal agreement was signed between Blue Cloud Abbey and the Yankton Sioux Tribe transferring St. Paul's Indian Mission, its lands and its buildings, to the Yankton Sioux Tribe. Marty, as it is commonly known, is an educational complex worth $7 to $8 million. Also included in the transfer is approximately 2,000 acres of farming and grazing lands pending trust assignment.

Presently, there is an elected all-Indian school board that is functioning within the South Dakota school laws assuring Indian control. Marty Indian School is fully accredited through the South Dakota Department of Public Instruction.

The Yankton Sioux Tribe supports both public school education and a special educational program that is geared to meeting the special needs of our Indian youth who cannot succeed in the public school environment. However, both options must be open for our youth. We are hoping to include a workable, viable, and realistic vocational education and training program.

Marty is a success and graduates 25 to 30 Indian students per year. This has been happening for the past 50 years. Marty has thus become a landmark in Indian education. Our local public school system has graduated only six students within the last 5 years.

I firmly believe in self-determination for our Indian people. We are doing this through assuming control of our education program. I believe that we must pursue vocational education and training. At the same time, we must build our reservation's economy. Along this same line, as chairman of the Yankton Sioux Tribe and the United Sioux Tribes of South Dakota Development Corp., I believe that there must be a total cooperative effort on behalf of the Federal, State, and tribal governments towards strengthening our academic and, most importantly, our vocational programs.

I am certain that more specific items will be brought to the subcommittee's attention as each of the panel members makes his or her presentation.

Thank you.

Mr. PRESSLER. With that, Al, do you want to start in with some questions?

Mr. QUIE. Yes.

Let me ask you, one of the things I was struck with both on the Yankton and the Flandreau testimony was there wasn't any agriculture that I could see in your testimony and I think you said that over there in Flandreau agricultural vocational education was removed?

Mr. WHITESELL. Yes, sir, it was.

Mr. QUIE. What's the purpose of this? I kind of had the idea there's a substantial amount of agriculture around there.

Mr. WHITESELL. In the Flandreau area there is a substantial amount of agriculture. Farm programs were removed from the Indian schools because they were competing with private industry in about the mid-1950's. And at the time we removed the farm programs——

Mr. QUIE. What do you mean by that, competing with private industry? Is private industry putting out farms?

Mr. WHITESELL. No, the schools were almost self-sustaining. They grew their own vegetables, had their own dairies, had their own cattle, hogs, what have you. As a part of the program in manual arts, the students kept the gardens, put in crops, took care of the animals. In fact, many courses were given in farm management, animal husbandry, crops and what have you.

In 1950, though, that farm program was removed from the Indian schools. The property, the livestock, and the land was sold off in many cases.

Mr. QUIE. Back again to the private industry competition, somebody wanted to deliver meat from the packing plants instead of having them raise it there at the schools?

Mr. WHITESELL. That's my understanding, yes.

Mr. QUIE. It doesn't sound very sensible to me. Can you explain it to me a little more?

Mr. WHITESELL. That's before my time in the Bureau and I'm depending upon hearsay, too, at this time, Congressman. That was my understanding, that the policy came out that because of the competition of the Indian schools with private industry, we would have to get out of the business.

Mr. QUIE. How about all of the Indians who are involved in agriculture not at the schools, which I guess is part of the training program, but throughout the rest of the reservation? Don't they need some help in training?

Mr. WHITESELL. I believe they do, yes.

Mr. QUIE. What prevents you from putting that into your school now? You indicated that you had a vocational school in operation with certain skills needed for industrial employment.

Mr. WHITESELL. At the present time, I would say there is a lack of space and lack of resources to begin a program like that.

Mr. QUIE. What would it take in space and resources when you've got land to do some of that?

Mr. WHITESELL. The land is available there. We've been in the process of trying to get construction for the last 5 or 6 years and we don't seem to be getting anywhere with that, but we did have a plan drawn up where we would have an agri-business section to our vocational program and, again, it would be the space required, an instructor and the necessary supplies and materials to teach a course.

Mr. QUIE. Where is the turndown, Aberdeen?

Mr. WHITESELL. No, sir. I believe that the Aberdeen area has made us a high priority in past years, but I think that there has been some question as to the continuity of off-reservation boarding schools and, because of that, I'm not sure that there has been too much construction at these sites over the last 4 or 5 years. That, coupled with the fact that our 3-year plan for construction, which was to be planning and designing construction in 3 years, with the current amount of money that we are receiving in the Bureau for construction—we are 13 years behind at the present time, we've got a backlog of 13 years with our current appropriation for construction.

Mr. QUIE. If you dropped the boarding school, would that mean that the whole site would be eliminated and you'd go to some schools on the reservation?

Mr. WHITESELL. If we dropped the boarding school, the off-reservation boarding school aspect, yes. The students coming from the reservation would have to go to school at home, the students coming from the States of Minnesota, Michigan, and Wisconsin would return to public schools back in those areas.

Mr. QUIE. When do you think that's going to happen? As I understand it, boarding schools close each year, so the movement is toward on-reservation.

Mr. WHITESELL. That isn't the movement, but, at the same time, Congressman, we haven't been too successful in closing boarding schools. I can recall three that we've attempted to close in the last 4 or 5 years and we have not been able to close them, they've been kept open, so I'm not sure exactly where we're at on that.

Mr. QUIE. Where is the pressure coming from to keep them open?

Mr. WHITESELL. Congressional.

Mr. QUIE. They're certainly closing military bases.

Mr. WHITESELL. I would imagine that is true.

Mr. QUIE. It isn't the interest of the Indians, but the interest of the business community around the schools?

Mr. WHITESELL. I don't think that was the case at Cholocco and I don't think that was the case at Pierre, it may have been the case at Intermountain. But I think because of the Indian interest in Pierre and Cholocco those were kept open because of the needs and wants of the Indian people.

Mr. QUIE. What about at Yankton? I notice there's no agricultural program there, either, is that right?

STATEMENT OF HERB WOUNDED HEAD, EXECUTIVE DIRECTOR, PLANNING AND DEVELOPMENT ADMINISTRATION, YANKTON SIOUX TRIBES

Mr. WOUNDED HEAD. Congressman, maybe I can answer that. I am the planning director for the Yankton Sioux Tribe. In the last 2 years we've done a lot of planning. We've decentralized the planning somewhat not in the sense that we've displaced a lot of the decision-making of the tribal council. But then we've done that on two bases, simply because we wanted to gear most of our planning around the people's needs plus, at the same time, reserving a lot of avenue for the tribal council to give us a lot of directives.

What we've been doing in the last 2 years, together with Marty—and it's a timely thing, because we've got the transition of the Marty School and the people, plus the tribal council—what we're trying to do is provide a type of cooperative planning geared around what we've got on the reservation. Increasingly within the last year we've got into increasing our land base. In a period of within 5 years, the Yankton Sioux's land leases increased from 26,000 to almost 35,000 simply because of a lot of strategic planning. We've gotten to the point where we've been able to identify a lot of money with which to develop our land base, buying lands, Indian and non-Indian, and we've gotten to the point where we're starting to consider in depth the types of programs where we gear everything around alternatives to lease. Almost 75—when I'm saying is, I think our——

Mr. QUIE. Alternatives to leasing to non-Indians?

Mr. WOUNDED HEAD. Leasing any land at all. What we're trying to do is try to develop a type of economy so that we provide to our Indian people a type of opportunity where we're saying, "Mr. Indian, instead of leasing your land, here are all the other alternatives; crop sharing, developing your own kind of business," and so on. At this point in time, a lot of expertise that we need such as geographic analysis, that sort of thing, the Bureau of Indian Affairs has not been able to provide.

I don't think too much has been done by the Bureau of Indian Affairs to strengthen the type of tribal planning that is going on throughout Indian land, especially for the Yankton Sioux. We've got 35,000 acres, we've got the type of planning going on there that we need. We are going to do something with our land.

Again, our planning office is starting to identify money where we can provide an Indian wanting to be a farmer with adequate money. However, I think before you can talk about putting any person in business, there should be some preparatory training, prevocation vocational education, agribusiness, business management techniques and this sort of thing.

Mr. QUIE. You've got a farm management program as such, is that to be extended?

Mr. WOUNDED HEAD. We're starting to, right.

Mr. QUIE. It's strictly agricultural programs?

Mr. WOUNDED HEAD. You know we've got an agricultural base there, we've got water, we've got the whole works, but any type of formalized education at the high school and post-high school level is not there simply because of lack of money.

Mr. QUIE. I want to go back just a moment to land acquisition. It may be not entirely on the subject but, since you raised it, it may be closer to the subject than we realize. You talked about 26,000 acres or 35,000 acres. Would that mean 26,000 acres that were controlled by the tribe, owned by the tribe, rather than individuals?

Mr. WOUNDED HEAD. They were both, they were tribal lands and individual allotted.

Mr. Quie. The 26,000 was the total of both and now it's up to——

Mr. Wounded Head. Right. About 6 years ago there was a collective total of 26,000 acres, both tribal and individual allotted land. Up to the last year and a half, to get a lot of money and good planning, strategic planning and good emphasis on being able to identify the money, we've increased that amount of reservation land, both land individual allotted and tribal land, up to 35,000.

Mr. Quie. Is most of that 9,000 acres that you've acquired individual or is most of that tribal owned?

Mr. Wounded Head. I would say at least 75 percent now is tribal-owned.

Mr. Quie. So that's sort of the direction?

Mr. Wounded Head. Right.

Mr. Quie. On tribal-owned land do you work out a lease arrangement with Indians to run and operate the land?

Mr. Wounded Head. Right, we're getting there.

Mr. Quie. Are you then receiving from that payments for the lease where you pay back on the land? Does that give you a better financial structure so you can buy more land in the future?

Mr. Wounded Head. Right.

Mr. Quie. You're talking also about your Indian Small Business Investment Co., which it seems like you would get into some non-agriculture or else agriculture-related but not necessarily farm businesses. Now, to what extent would you be securing income from that which would also increase the amount of money that you could utilize for buying more land?

Mr. Wounded Head. At this point in time, the philosophy, what we're trying to do is—we've done a flow of fund study, about a year ago, Federal Reserve Bank, Minneapolis, together with the University of South Dakota and, of course, my office. What we tried to do is try to identify where the money was going, you know, both government-owned subsidies, this sort of thing. We were able to find out then that a huge amount of money was going off the reservation and not coming back in. On that basis, we have yet to finalize all the plans for ISBIC so that we can build a type of economy where it's localized, a type of economy setup so that we catch a lot of money that's going out. Whatever ISBIC can finance is going to be geared around what the individual Indian wants to do as far as individualized business.

Mr. Quie. When ISBIC gets put together is what I'm talking about, how does the tribe get some money back out of it which would then enable it to expand? You can't tax as such, so it has to be something——

Mr. Wounded Head. Everything is built around low-interest loans. It's not a grant. You know, there's money coming back.

Mr. Quie. Yes, so they'll be paying back. But as I understand on your leasing arrangement of the agricultural land, the Indian who runs that land pays some money on his lease which then goes to the tribe with which they pay back loans and expand their operation now into the business entity that you're going to set up with ISBIC. How does that money move? Will they pay a lease on tribal-owned property, will the tribe then own the buildings and you'll pay the lease?

Mr. Wounded Head. Right.

Mr. Quie. That's the way, in fact, because you haven't any ability to raise taxes on that?

Mr. Wounded Head. To try to raise money on a tax basis to us, at least on Indian land, is kind of irrelevant, because, No. 1, you have to consider that you've got a per capita income of at least $1,500 and there's no sense in taxing that.

What we're trying to do is to get into programs such as using our existing land base, which is 35,000 acres, gearing a program around alternatives to lease, getting Indian people into business so you're providing a person with a land base to work with, you're giving him enough money to do it correctly, so to speak, and give them a chance to work for 2 years, deferred repayment type of thing. Give them the money, and you're asking the person to give back the money, that which we've already given you, you've had a chance to perform for 2 years, give us back the money and we'll provide somebody else with it, give them an opportunity.

Mr. Quie. Does the individual who owns Indian land, does that individual owner pay taxes to the county?

Mr. Wounded Head. To my knowledge, no.

Mr. Quie. That varies from reservation to reservation?

Mr. Wounded Head. Right.

Mr. Quie. Who represents Standing Rock? It was my understanding when I was up there yesterday in North Dakota that individual Indians on the North Dakota side pay county taxes on individually owned land. How about up there in Standing Rock, S. Dak.? Do individual Indians pay property taxes on land in South Dakota?

Mr. White. I wasn't too sure on North Dakota; in South Dakota they don't pay.

Mr. Quie. I was talking to Pat McLaughlin up there. There must be some difference between the two States.

Is there any post secondary vocational training in your program up there in Yankton?

Mr. Wounded Head. Considering that we do have some facilities coming. I think would only strengthen that as far as basic support in vocational, elementary, secondary education. I think we can do it.

Mr. Quie. Right now there isn't?

Mr. Wounded Head. Right now none. I think if it wasn't provided with basic support, the vocational education, elementary, secondary, our type of tribal planning, the way it's been going, everything's looking good. I think it would have been stymied.

Mr. Quie. Let me go back, if I can, to that question I asked some of the others. Maybe I could start with the gentleman from Sisseton. In the five area vocational-technical schools operating in South Dakota which are supposed to provide postsecondary training for those in that area plus anybody else in the State who wants to make use of them, the way it operates in many areas is that the public served is to be on the advisory committee. I assume there are no Indians on the advisory committee for that Watertown area?

Mr. Rondell. No, sir, not that I know of.

Mr. Quie. Has there been any effort on the part of the Indians in the Sisseton area to try and get on that?

Mr. RONDELL. No; not to my knowledge, Congressman; however, the working relationship between the Lake Area Vocational School and the tribe is 100 percent if the tribe needs any type of technical assistance, whatever it may be. Currently, sir, we are on the reservation running a 16-week masonry course and every time we've asked Mr. Timmerman or one of his staff people for assistance, it's always been there. But no, sir, there has never been any Indian people on it.

Mr. QUIE. How do you account for the low percentage of Indian students who go to the Lake Area Vocational-Technical School?

Mr. RONDELL. Probably a couple of reasons, Congressman, the first one being that there is no counselor to help these people, you know, make the transition from the—even though it's 60 miles. First of all, the student and his family probably have no transportation of their own. Someone has to get them there. Somebody has to do housing for them. But I believe the major reason would be, sir, that because of no counselor available to them to help them with their related problems that they could encounter.

Mr. QUIE. There is economic help for an Indian who wants to go to the University and study academic subjects?

Mr. RONDELL. Yes, sir.

Mr. QUIE. Would the same person who might have a desire to go to Lake Area Vocational-Technical School find himself in more financial straits to go to the vocational-technical school than he would to go to the university? Does the BIA help the same in both areas so there is not a difference in economic choice? Does he have an economic problem in going to one against the other?

Mr. RONDELL. Well, on our reservation there at Sisseton, they have an employment-assistance officer who handles strictly vocational-oriented people. Then, of course, we also have a reservation principal who handles all higher education grant applications. Now, I don't know what the difference there is in moneys. I'm more familiar with the vocational aspect of it because we work with these people through their various programs that we run on our reservation and there, you know, they're given a weekly stipend, their tuition is taken care of, but I'm not that familiar with the higher education.

Mr. QUIE. Do any of panel members know if there's any difference there?

STATEMENT OF SANDRA LeBEAU, REPRESENTING CHEYENNE-RIVER TRIBES

Ms. LEBEAU. Congressman, I worked as a counselor at the University of South Dakota before I went back home about a year and a half ago and, because of the type of funding that a college student receives (they get their money from different sources) they end up getting less money than the kids that go on the vocational, strictly Bureau because, if it's vocational, it's funded from one source and then, like if there's VA funds or anything else, those are added to the Bureau money on vocational, but basically it's funded from one source and they get a stipend every month and they can live better, it's not that much money, but the kids that care in college are really hurting.

Mr. **Quie.** So you're saying the stipend is better for them in the vocational type?

Ms. **LeBeau.** If it's initiated from the Bureau, yes.

Mr. **Quie.** Is it enough for an Indian to leave the reservation, go 60 miles, find housing and live near the vocational-technical school?

Ms. **LeBeau.** If you don't have the money to make that move or to pay your rent, your deposits and that type of thing, it's really a hardship.

Mr. **Quie.** You're saying it isn't enough?

Ms. **LeBeau.** No.

Mr. **Pressler.** I'll follow up on that.

Ms. LeBeau, you said in your testimony that it's your understanding in talking "with our vocational education personnel that the State vocational education department does not actively seek input from tribes in drafting the State plan for vocational education. Notwithstanding the fact that the State vocational education office only deals with public school systems, this regulation limits tribal input and utilization of vocational education funds." Would you expand on that a bit?

Ms. **LeBeau.** Yes; I've been on the tribal council now for about a year and a half and I'm chairperson of the education committee. I also sit on the cooperative board because the Cheyenne-Eagle Butte School is a cooperative system, which means that the school district has contracted with the Bureau of Indian Affairs to have district students attend the Bureau school. This month, the first week of this month was the first time that I have had any contact with the State vocational people as far as the Cheyenne-Eagle Butte School, sitting as a board member. I have had none sitting as the chairperson of the education committee. In talking with Dr. Fergeson, who is hired from two sources of money as you can see on attachment 2, he has told me that there has been little and he has gone and sought the help from the State.

If you look on attachment 2, the other thing that I said there was that most of our funding of the vocational right now is through Title IV: Indian Education Act money, and that can't be matched by State money which is Federal, because you can't match Federal with Federal, so we have about $14,000 State money coming in matched with about $14,000 district money.

Mr. **Pressler.** From the Federal point of view in terms of the Vocational Act, what would you recommend?

Ms. **LeBeau.** As I said in my testimony, we are in the era of Indian self-determination through Public Law 93-638 and, under Public Law 93-638, the tribes can now contract for their educational and other programs. And I think that if there was something in the law that would allow Indian tribes to contract directly with the State for their vocational education programs that this would be a help. The other problem with that is that 638, once the tribe contracted using 638 moneys, it would have to become tribal and not Federal so we could match it.

Mr. **Pressler.** Would it be proper to have a comment from State vocational education regarding this point?

Mr. **Oleson.** Yes. The Cheyenne-Eagle Butte has been under two boards, one under the Bureau of Indian Affairs, then they developed a public board of education, which cooperatively have run the school. In the past years we've had vocational agriculture and consumer homemaking education programs for quite some years. The agriculture just started within the last 3 years?

Ms. LeBeau. Yes.

Mr. Oleson. And Dr. Fergeson handled that particular program. Because of the moving of the Eagle Butte system after the Cahe Dam was built, they had the school system, and the first request that we have had from them—I wanted to say that the superintendent of the public side passed away about 2 years ago and he had been pushing for it and we have been dealing with the local board of education because we couldn't commingle with the Bureau of Indian Affairs. So this is one of those problem areas, that it's a matter of communications and so forth. Dr. Fergeson came in this past summer and we're working on new programs in health and industrial at the present time, but again the major problem is the source of funding, the number of dollars that we have available. They're eligible to make application for those Federal and State dollars available, but the more programs we're talking on, the more divisions to the pie and so all reimbursement will go down proportionately. But they're entitled to make application for it.

Mr. Pressler. Let me ask the gentlemen from Flandreau and Sisseton whether or not they have followup figures on employment for persons who have completed vocational education. Do they find jobs in South Dakota, or do they tend to go outside of South Dakota? Do you have any good statistics, or do any of you have any good followup statistics?

Mr. Rondell. Sir, I can start right off with Sisseton. I think about 4 or 5 years ago or longer, through the old MDTA program, we had four courses run through the public school system of carpentry, auto body—and those four, I believe we trained like 50 people I believe it was. I can't recall right off the top of my head, sir, the amount that—we are so close to North Dakota and Minnesota, that—yes, there are followup records on those people through that old MDTA program and, of course, currently we do have the CETA, title III program that we're running.

Mr. Pressler. What do those records indicate? Do people stay in South Dakota?

Mr. Rondell. No, sir. Out of that 50, probably 60 percent are either in North Dakota or Minnesota. Salary difference I would say would be the reason.

Mr. Pressler. I guess in Flandreau you wouldn't have that kind of information?

Mr. Whitesell. It's not very accurate because of the locations and the distance from the school. We know how many enter school, but the followup after that becomes extremely difficult. But, coming from the nine-State area, not many of those would come back and stay in South Dakota.

Mr. Jennings. I have one question. With this Eagle Butte problem which Ms. LeBeau referred to—you seem to say, Ms. LeBeau, that the school district couldn't receive the money because they couldn't put up the 50 percent local money to match the Federal money and you couldn't use Federal money under the Indian Self-determination Act, or Johnson-O'Malley Act, as the matching money. What I'm puzzled about, is this a statewide practice, to require 50 percent match of Federal money with State and local money to qualify for any Federal program?

Mr. OLESON. Under our State plan we have to conform to the formula at one set rate. Now, Cheyenne-Eagle Butte or any of the reservations will rate very high on reimbursement because of the formula; manpower needs, disadvantaged, and so forth. However, we've only got so many dollars and we're just down to the end. What I tried to say in my initial statement, we need more help and State and local resources aren't enough to keep it going.

Mr. JENNINGS. Because I know the Federal law has forbidden States from requiring 50-50 match since 1968 and there is supposed to be variable matching within a State, depending on local resources of the community and I was curious if there is a 50-50 match within South Dakota.

Mr. OLESON. My only answer to that is our part A funds can be expended 100 percent, but when you only have $100,000 to meet the needs of all the possible——

Mr. JENNINGS. My question is about part B. You don't have to require a match of a school district. You just have to have the match of the total of the State. If some school district can't make the match, they don't have to under the Federal law.

Mr. OLESON. But it goes back to the dollars available. We could put the whole package in one part of the State, what we get, and we probably wouldn't serve the needs there. We're trying to answer the needs of as many as possible.

Mr. JENNINGS. Ms. LeBeau, do you have a comment on that?

Ms. LEBEAU. I think what I was trying to show there through attachment 2 is that we have this large amount of money through title IV, Indian Education Act funds, and it can't be matched because that's Federal dollars trying to match Federal dollars.

Mr. QUIE. I have a couple of other questions.

Do I gather that the policy of the BIA prohibits a terminal vocational education program in secondary schools?

Mr. WHITESELL. Yes, sir.

Mr. QUIE. Do you think that's a good or a bad policy?

Mr. WHITESELL. I think that's a bad policy.

Mr. QUIE. Does everybody agree with that, or does anybody think that's a good policy?

[No response.]

Mr. QUIE. I don't see anybody saying it's a good policy. Let's see what I can get a picture of. You're talking about the 36,000 acres. When you look at the map of the reservation it's much larger than that. What's the size of the reservation?

Mr. WOUNDED HEAD. You mean geographic size?

Mr. QUIE. Geographic size.

Mr. WOUNDED HEAD. 36,000. You're wondering how large it is?

Mr. QUIE. No.

A VOICE. He means the boundaries.

Mr. **Quie.** The boundaries are large and within those boundaries you've only got 36,000 acres?

Mr. **Wounded Head.** We've got a type of land base that's very checkerboarded.

Mr. **Quie.** I was wondering what percentage of what's known as the reservation boundary area is Indian, individual or tribal owned?

Mr. **Archambeau.** We still claim the 1858 treaty. We still claim the boundary yet. We've never been ruled otherwise, so we're still maintaining our boundaries.

Mr. **Quie.** 36,000 sounds like a pretty small percentage of that boundary line I see on the map. I was wondering what the percentage was?

Mr. **Wounded Head.** Well, to work with something in terms of population, we've got a total enrollment of at least 4,000 Yankton Sioux persons. We've got a resident population of 1,425 and, utilizing that 36,000, it's really not out of proportion.

Mr. **Quie.** It isn't?

Mr. **Wounded Head.** No.

Mr. **Quie.** What kind of land is out there potentially for you?

Mr. **Wounded Head.** Totally agriculture.

Mr. **Archambeau.** We have some grass, too.

Mr. **Wounded Head.** Grass, grazing.

Mr. **Quie.** You had 26, now you have 35 and what's the potential?

Mr. **Wounded Head.** All-out farming.

Mr. **Quie.** No, I mean the number of acres.

Mr. **Wounded Head.** What's the potential that we can probably grab in addition to the 36?

Mr. **Quie.** Yes.

Mr. **Wounded Head.** Probably the whole county.

Mr. **Quie.** The possibility of Charles Mix County, or will you go into Douglas?

Mr. **Wounded Head.** We've instituted programs such as restructuring our constitution and by-laws, which probably would enable us to expand our buying power. About 6 years ago we were not able to buy land because we didn't have the money. People were only selling us. Now it's vice versa. We've got the money and people don't want to sell. So as far as our buying power, we can probably buy land from Douglas County if the people wanted to sell. The trend is good. If we had more formal education, vocational ed, you know, this sort of thing, I think, we can——

Mr. **Archambeau.** I think, Herb, that we're limited to the boundary area to buy land. We can't buy outside land.

Mr. **Quie.** What was the date you were talking about, the boundaries were set in 18——?

Mr. **Archambeau.** 1858 treaty. Of course, they ceded some of that land for 10 cents an acre in 1892—session of 1892, and August 15, 1894, it became law. In that transition is where we lost most of our land. We ceded it out to the farmers that wanted to farm it at that time.

Mr. **Quie.** How many acres were there?

Mr. **Archambeau.** They ceded 400,000 acres.

Mr. **Quie.** That's the thing I was trying to find out.

Mr. PRESSLER. Does anyone on the panel have further comment for us?

Mr. ARCHAMBEAU. There is one point, Mr. Pressler, I would like to make regarding our Marty or Indian School System. I think we have resources of job opportunities on these farms. Farmers are having a rough time getting men to work, but with the vocational system, if we had one like at Marty, I think we could train them how to run a tractor. These tractors today are high priced. The farmer doesn't like to put just greenhorns on his tractor and get it all broken up. We need that kind of a thing which would make a potential for a job when they get out of school if they're not doing anything. You know, a lot of times they will come back, they don't have a job, they can go work for a farmer, you know, this type of vocation. These are some of the areas, this thing that we want to set up in the system, to teach these kids about livestock, hogs, whatnot. This is the way I got started. How much school, government school, accounts for 4 years? That's how I learned how to take care of livestock, so I think this is the way that we should go. Marty should be connected with vocational agriculture-type development, and I think it should be credited type of thing, because they can get jobs from that, go out and work for a farmer.

Mr. QUIE. Who administers the Johnson-O'Malley funds in the State of South Dakota?

Mr. ARCHAMBEAU. The BIA really.

Mr. QUIE. OK, but they put it into somebody's hands in the State.

Mr. ARCHAMBEAU. The United Sioux Tribes handles part of it. Some of it is contracted directly from there to the tribe.

Mr. QUIE. None of it is by the State Department of——

Mr. OLESON. No, about 3 years ago it was removed from the State Department of Education.

Mr. ARCHAMBEAU. We help the public school systems with that money.

Mr. JONES. I know vocational areas are important and I've heard the word so much this morning "disadvantaged" and I can't hardly believe that. You know, I think all of us were born the same and we're disadvantaged somewhere and I'm not sure if it's in the first grade or the second grade or the third grade, but if we don't concentrate on the word "disadvantaged," we're always going to have this kind of separation. And I think we should start looking down in the elementary area, too, because it's shocking to find students that are in high school that have third grade math, fourth grade English abilities, both in public schools and in Indian schools. Somewhere we're making a mistake. I know in the secondary we blame the elementary and the elementary we blame somebody else. Maybe we're getting the cart ahead of the horse. I'm not sure, but I think we should concentrate on that, Congressman.

Mr. PRESSLER. I certainly take your point well. As you know, recently the Vietnamese refugee children were tested and it was found that in spite of the fact they had come from a war-torn country, they had higher mathematic and reading skills than some of their counterparts of the same age in the United States. I do think we need quality education and we're struggling for it. I couldn't agree with you more.

Thank you very much, members of the panel.

[Statements in connection with the presentation of panel No. 4 follows:]

PREPARED STATEMENT OF WARREN W. MEANS; EXECUTIVE DIRECTOR, UNITED TRIBES EDUCATIONAL TECHNICAL CENTER, BISMARCK, NORTH DAKOTA

I am Warren W. Means, Executive Director of the United Tribes Educational Technical Center in Bismarck, North Dakota. I wish to thank you for providing me the opportunity to present this testimony to the House Committee on Education and Labor.

I will address the critical needs and projected benefits of new and expanded vocational education opportunities for meeting the educational and economic needs of Indian people. Vocational education would provide Indians with the opportunity to attain skills for employment and thus lead to individual and reservation economic growth. But, as I will show, past and present federal attempts to train Indians for employment have been grossly inadequate. I will consequently recommend possible legislative remedies for this situation.

The American Indian's vast unemployment problems are compounded by insufficient job training. Reservation occupational opportunities, scarce to begin with, grow even scarcer because of the largely unskilled Indian labor force. Few industries are attracted to reservations, and positions which do become available frequently go to more qualified non-Indians. Consequently, 37% of working age Indians in the United States are unemployed; another 18% hold seasonal or part-time positions.[1]

Unskilled and unemployed, many Indians live in misery while their reservation economies stagnate. In fact, Indians are the most impoverished population group in the United States. Per capita average income for reservation Indians is a mere $1115, forcing many onto welware;[2] 45.4% of North Dakota Indian families alone receive public assistance.[3] Reservations are thus caught in a vicious circle, dependent on state and federal funds and unable to develop their own economic bases.

As if this was not bad enough, the lack of skilled Indian labor is resulting in an even more critical problem, a threat to the very existence of reservations. Because Indians do not have training in the fields of mining, farming and ranching, reservations are rapidly losing control of their precious natural resources to white industries, farmers and ranchers. Close to two-thirds of all land on nine Indian reservations in the Northern Great Plains is underlain by coal-bearing rock.[4] In desperate need of income but unable to develop these resources for themselves, Indians are forced to lease or even sell their lands for ridiculously low prices. Consequently, many of our reservations are checkerboards of white and Indian-owned land, while others have lost so much land to whites that they no longer qualify as federal trust territories.

Indian vocational education is also needed in the paraprofessional fields. On the sparsely populated reservations, where disease is widespread, hospitals are few, and doctors are in short supply, the ready availability of trained paramedics can be the difference between life and death. Allied health training opportunities for Indians, presently lacking anywhere in the United States, can provide that difference.

Training is also urgently needed for present and future personnel of the reservation criminal justice system. The major crime rate on Indian reservations is 40% higher than that of rural America and rising fast.[5] Only with a competent, adequately staffed Indian criminal justice system can reservation crime be fought. But, speaking to the need for training and manpower, the Director of the BIA's Office of Indian Services, Theodore C. Krenzke, told the Senate Subcommittee on Indian Affairs in 1975, "Many of the law enforcement, detention and judicial inadequacies are of such gross proportions as to defy at this time meaningful preventive efforts." [6] Half of the BIA and tribal police alone have never received any formal training.

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[1] *Estimates of Resident Indian Population and Labor Force Status; By State and Reservation: March 1973*, Bureau of Indian Affairs, P.3.

[2] *Facts About American Indians and Alaskan Natives*, Bureau of Indian Affairs, July 1974, P.1.

[3] James R. Harris, *The North Dakota Indian Reservation Economy: A Descriptive Study*, Bureau of Business and Economic Research—University of North Dakota, August 1975, P.27.

[4] Native American Resources Federation of the Northern Great Plains, *Declaration of Indian Rights to the Natural Resources in the Northern Great Plains*, June 1974.

[5] Bureau of Indian Affairs, *The Combined Tribal and Bureau Law Enforcement Services Annual Report 1975*, P.6.

Still another field where Indian vocational education opportunities are imperative is small business. Training in this area would help relieve the anemic state of Indian-owned enterprises and revitalize reservation economies.

In spite of these critical needs, federal attempts to train Indians for suitable employment, now and in the past, have been characterized by dismal failure. Until recently, these efforts proceeded under the misguided notion that Indians should be assimilated into American life and that manual training was a vehicle for effecting this. Most BIA schools at the turn of the century taught manual arts and dependency—skills and attitudes totally unrealted to the lives and needs of Indian people. The almost universal failure of these schools was documented by the harshly critical Meriam report (1928) which labelled Indian vocational education inadequate and ineffective.

Nevertheless, the melting pot approach remained alive and took an even more disastrous shape in the BIA's relocation program of the 1950's. Relocation provided employment and financial assistance to help reservation Indians move to cities, where jobs were more plentiful. But again, this approach did not take into account tne desires of Indians. Studies indicate that between 1953 and 1957 thirty percent of the relocatees returned to the reservation in the year they left and eventually as many as eighty percent came home.[7]

But rather than making Indian vocational education more responsive to Indians, the BIA in 1963 altogether abandoned its secondary school vocational education programs, replacing them with prevocational, academic programs. Its hope was that by 1970 the Indian High School graduation rate would be 90%, with half of the graduates going on to college and half to post-secondary vocational education schools located away from the reservation areas.

Although emphasis on academics is currently the trend in Indian education, it too is failing to prepare Indians for employment. Because of the high national rates of Indian attrition in both high school and college, coupled with an astronomical rate of Indian unemployment, career-oriented vocational education remains a priority need. Since almost no one has filled the void left by the BIA in 1963 when it discontinued secondary vocational education, high school dropouts and graduates have been stranded without vocational training opportunities. Of the 240 "comprehensive high schools" operated by BIA in 17 states, none are specifically vocational education schools.

The two federal agencies which should be most responsive to the need for Indian vocational education—the Bureau of Indian Affairs and the Office of Education—have almost totally ignored this need. The Indian Education Act of 1972, which many hoped would provide increased educational opportunity for Indians, has resulted in *virtually no expenditures for vocational education*. The funds appropriated under this Act are being utilized primarily for GED and Adult Basic Education and thus, although some programs contain small vocational components, no programs are funded specifically for vocational education.

A second source has been equally unresponsive. The Vocational Education Amendments of 1968 authorize the Division of Vocational and Technical Education, in the Office of Education, to provide funding for eight areas of vocational education: basic grants, consumer and homemaking, cooperative education, curriculum development, research, special needs, work study, and innovative and exemplary projects. In fiscal year 1975, approximately $500 million was appropriated for these programs.[8] Yet, according to the Office of

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[6] Theodore C. Krenze, Testimony before the Senate Subcommittee on Indian Affairs, April 1975.

[7] *Indian Education: A National Tragedy—A National Challenge*, 1969 Report of the Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, United States Senate, U.S. Government Printing Office, P.83.

[8] Ruth Tangman, staffperson for the National Advisory Council for Vocational Education, conservation, October 28, 1975.

Indian Education, there are presently no appropriations to provide vocational education specifically for reservation Indians.[9]

The reason is that more than 90% of these vocational education funds are channeled through the states. The recipient state agency, through its advisory council, sets priorities for expenditures based on the needs of the general population. Indians have little input into the decision making process and their unique needs are frequently overlooked.

What I find most incredible is that the Vocational Education Amendments of 1968 set aside funds for overseas trust territories (Guam, Virgin Islands, Puerto Rico) while totally ignoring the 267 Indian reservations, 55,407,902 acres on the continental United States under the trusteeship of the Bureau of Indian Affairs. I question the wisdom of a policy which neglects the needs of the more than one-half million Indians living on or near these lands.

Unless serious action is taken, the prospects for Indian vocational education will remain bleak. Our school, the United Tribes Educational Technical Center, is the only Indian-owned and operated vocational school in the United States. Yet, it operates on only a $1.4 million appropriation from the Bureau of Indian Affairs, a figure which has increased only slightly over the past three years.

Within these very limited resources United Tribes has responded to the widespread demand for Indian vocational training. We offer 12-month courses in ten career fields: auto body, automotive, building trades, business clerical, food services, human services, nurses aide, painting, police science, and welding. We are presently training 120 students from 8 states and 24 reservations; another 220 prospective students are on the admissions waiting list. Since 1972, United Tribes has graduated 493 students and found positions for 382 for a highly successful placement rate of 77%.

The need for Indian vocational education can only be answered by legislative action. I have two proposals:

(a) Amend the Vocational Education Amendments of 1968 to provide funds specifically for reservations; just as states and other trust territories receive separate funding.

These funds would provide for the establishment and operation of secondary and postsecondary vocational programs, as well as residential Indian vocational training schools. New legislation would also overcome the chronic lack of overall Indian educational planning by coordinating the efforts of the BIA and OE, and establishing local Indian boards of education. The legislation would allocate planning funds for comprehensive reservation manpower studies; vocational programs would be designed on the basis of these needs assessments.

(b) A second alternative would be to draft entirely new legislation to provide vocational education funds for reservations. The structure of the program would be similar to alternative (a).

I strongly urge you to consider providing support for Indian vocational education. And again, I wish to thank you for allowing me to bring this crucial need before your committee.

PREPARED STATEMENT OF RICHARD WHITESELL, SUPERINTENDENT, FLANDREAU INDIAN SCHOOL, FLANDREAU, S. DAK.

The Flandreau Indian School had its beginning in 1876 when the first school was established by the Board of Presbyterian Missions for the Indians living in the vicinity of the Big Bend, as the Indian settlement on the Big Sioux River was called. It continued as a mission school until 1883 when the United States Government purchased the property. In 1891, a tract of land north and adjoining the townsite of Flandreau was purchased, and the following year erection of new buildings was completed. The name Riggs Institute was given the new boarding school and continued as an unofficial name for many years. Early official names used in reports were Flandreau Indian Industrial High School, United States Indian Industrial School and Flandreau Indian Vocational High School.

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[9] *Catalog of Federal Domestic Assistance*—1975, p. 250-258.

In 1931, the school was accredited as a four-year high school. The curricula at that time was vocational in nature. The courses offered were as follows:

Girls' Vocational.—Commercial dressmaking, commercial laundering, nursery school, library science, commercial foods, nursing, dormitory administration, native arts and crafts, and beauty culture.

Boys' Vocational.—Metal work, electricity, engineering, auto mechanics, dairying, barbering, painting and decorating, masonry, baking, cooking, leatherwork, carpentry, cabinetmaking, tailoring, and agriculture.

I. *Animal Husbandry.*—a. Milk production, b. beef production, c. swing production, d. sheep production, e. poultry production, f. stock judging, g. farm horses, h. veterinary and sanitation, i. advance woodwork, j. farm concrete, and k. glazing.

II. *Farm Management.*—a. Dairy, b. poultry, c. farm management, d. farm machinery, e. farm buildings, and f. farm motors.

Students attended basic academic classes on a half-day basis and were trained in domestic arts, manual arts, and operated a successful farm program the remainder of each school day.

This program continued until the mid-50's, when the farm program was discontinued, and students concentrated on their basic academic program and vocational education. As a result of an evaluation that began in 1957 on the failure of the relocation program, a decision was made in 1963 that would have a major impact on Bureau education. Under the new policy the Bureau of Indian Affairs high schools would no longer offer vocational education that was terminal in nature. Instead the schools were instructed to conduct college orientated academic programs, pre-vocational, and programs which in effect became academic oriented industrial arts classes. With a curricula now giving primary emphasis to an academic-prevocational preparation, the Bureau set a goal of a ninety percent graduation rate by 1970 with fifty percent of those graduating going on to college and fifty percent entering postsecondary vocational schools. The Bureau fell far short of achieving this goal and the goals so stated in 1963 can best be described as idealistic. We are at fault for establishing program goals that were not based on the motivation and needs of Indian children. As a result we offered a college preparatory curriculum at Flandreau through the 1970–71 school year. At that time, we analyzed what follow-up materials were available and came to the conclusion that the program being offered was meeting the needs of roughly 19 percent of our student population. The pre-vocational offerings were nothing more than glorified industrial arts courses and the academic program had been watered down to meet the needs of the average and below average student. Follow-up reports from 1970 and 1971 show that 19 percent of our students were entering college and 18 percent were entering post-secondary vocational schools. Further follow-up to determine how many of these students completed their choice is not available.

As a result of this analysis of post-secondary placement a new program was initiated at the start of the 1972–73 school year which, in effect, places four schools within a school: College bound, General, Special Needs, and Pre-vocational. Pre-vocational students were scheduled back into 3-hour blocks of time in addition to attending regular classes on a half-day basis in the Junior and Senior years. Offerings in our pre-vocational section have been limited to: Secretarial office practice, Building trades, Food Service trades, Auto Mechanics, Auto Body, Machine Shop, and Welding. We would like to be able to increase the number of offerings, but budgetary and facility restrictions have limited the present program without considering additional courses.

Presently the vocational shops are housed in three buildings, none of which were designed for their present use. The condition of these buildings is best described in a facilities report completed in 1968. This report is attached to this testimony as Appendix #1. The majority of the equipment items located in these shops are so outdated that replacement parts and the necessary safety apparatus are no longer available through the manufacturer. We have been able to continue using this equipment mainly because of the skilled craftsmen we have working in our pre-vocational areas. See Appendix #2.

The cost of operating a post-secondary vocational program in 1975 has been estimated to cost $1900. per student in the State of Minnesota vocational schools. In the State of South Dakota the estimate is $1700. These figures do not reflect local costs but only the money that is available through State and Federal funds for instructional costs. The Flandreau Indian School is currently operating the pre-vocational programs mentioned earlier at a cost of around $625 per student. This amount has proven to be grossly inadequate when we consider that $515 is the comparable cost for a student not in the pre-vocation tract.

When we consider that Flandreau is the only Bureau funded high school where pre-vocational skills are taught we begin to see the lack of opportunity for Indian students in this field. More important when we consider that nationally 72 percent of our children finish their education before or at the time of high school graduation and that according to Department of Labor statistics, 84 percent of all students do not finish college. We begin to see the importance of providing students a program adapted to meet their economic needs. We believe it would be ideal if all of our students were interested in college and that the success ratio indicated this ability and interest. Realistically, I believe that we must face the facts that even though our ratio for students entering college and post-secondary vocational school has risen to approximately 70% at Flandreau we can expect a success ratio no better than the national percentages quoted above from the Department of Labor statistics. It is most important in our estimation that the pre-vocational programs at Flandreau be adequately supported with new facilities and the necessary appropriation to run a quality program that will enhance the socio-economic status of Indian students who need a salable skill. It is also important that we consider that the only post-secondary vocational programs supported by the Bureau are located at Haskell Indian Junior College, and the Southwest Indian Polytechnical Institute located in Albuquerque, New Mexico. The possibility of converting Flandreau to a post-secondary vocational school needs to be considered if the current trend of reduced enrollments at off-reservation boarding schools continues. This could easily be incorporated to include the Senior high school pre-vocational program in addition to the post high school program.

Finally, it is my conclusion that it is important that our Bureau educational program keep pace with the public sector in relation to providing pre-vocational and vocational programs.

SPECIAL REPORT—VOCATIONAL SHOP AND CLASSROOM COMPLEX AT FLANDREAU INDIAN SCHOOL, FLANDREAU, S. DAK.

While performing a routine joint Plant Management and Safety inspection of physical plant facilities at the Flandreau School, on March 18–19, 1968, it became apparent that the vocational complex required a more thorough examination and special consideration of the problems involved.

Most of the school vocational facilities are contained in three buildings, (Numbers 26, 29 and 36). The buildings were originally constructed to serve an agricultural vocational program and were later converted to their present use. As a result, the buildings are poorly arranged, and have pool lighting, heating and ventilation. Toilet facilities are inadequate.

The entire complex violates regulations pursuant to Chapter 31.04C South Dakota Codes 1960 Supplement Section 31.04C07 of April 20, 1966 pertaining to school facilities. In particular, Section 4 (H) Electrical Wiring; Section 4 (A) and (C) Fire Alarm and Detection Systems; Section 6 (F) Gas Service Lines Below Grade; Section 6 (H) Electrical Interlocks of Exhaust Equipment and Alarm; Section 7 (A) Exits, Stairways and Vertical Openings; Section 8, Use of Basements.

None of the buildings meet the minimum requirements of the National Fire Codes, and in particular the "Life Safety Code, NFPA 101." Fire or explosion hazard is extreme in Buildings No. 26 and 36. Fire hazard is also critical in Building No. 29 due to type of construction, overloading of circuits, and storage.

All exit doors swing in, except for a couple in the old barn. Windows, door jambs, and all other wood are tinder dry and rotted. Replacement cost to correct door and window deficiencies would be prohibitive. Present physical construction of buildings makes it impractical to remodel or insulate. Lack of toilet facilities, service sinks, locker rooms, adequate lightning, general layout and wasted space create not only a health hazard, but poor teaching facilities also.

Fire alarm and detection systems are nonexistent. All of this points to the fact that the facilities were never designed to accommodate classes and shops.

Recommendation.—A new vocational complex has been requested. Due to the excessive cost to adequately repair and alter existing buildings, and the limited life after repair, it is recommended that new replacement facilities be provided at the earliest possible date, with the subsequent evacuation and demolition of the existing buildings.

It is recommended that the use of the basement of Building No. 36 for classroom space cease at once. The basement should be closed, locked and left vacant.

It is also recommended that the haymows in Building No. 29 be cleaned out, closed off, locked and not used for storage of any sort.

Additional comments and photographs applicable to each building are contained on subsequent pages of this report.

Richard W. Pippenger,
Area Safety Office.
Virgil L. P[illegible]chop,
Assistant Area Plant Management Officer.

Concur: Wilbur T. Haugen, Area Plant Management Officer.
Approved: Francis E. Briscoe, Ass't. Area Director (Adm.).

Excerpts from Report on Environmental Health Survey, Dated March 1968

(By Division of Sanitary Engineering, South Dakota State Department of Health, Pierre, S. Dak.)

Paragraphs contained in the survey report which pertain to the vocational building are as follows:

II BUILDING AND HOUSING HYGIENE

A. Structural Defects and Recommendation

2. The shop buildings are in need of replacement. It is recommended the shop building be replaced as soon as possible.

D. Ventilation Defects and Recommendations

3. Adequate mechanical ventilation was not provided in various areas of the vocational department; consequently, all smoke, dust, gases and fumes are not exhausted. School personnel indicated that the shop buildings will be replaced in the future. It is recommended that plans be expedited to provide a new vocational department complex. This should provide the ventilation systems necessary to prevent possible health damage from exposure to air-borne contamination of the type usually found in welding, machine, woodworking and automotive shops

4. The classroom beneath the woodworking shop was being utilized for ceramics class. The ceramics classroom has a fan in one window but the fan also takes out heat while providing ventilation. It is recommended that basement rooms, such as the one where the ceramics class is located, not be utilized.

F. Lighting Defects and Recommendations

3. The light levels in the automotive and welding shops were 15 foot-candles. It is recommended that lighting of at least 30 foot-candles be provided.

BUILDING NO. 26—INDUSTRIAL ARTS

The original portion of Building No. 26 was constructed in 1903. The building has a gross floor area of 10,813 square feet; exterior walls are brick; concrete floors and wood frame roof. Shops are small and equipment is crowded and obsolete. Air exhaust capacity in the machine shop, welding shops and automotive shop is inadequate. The auto mechanics shop does not have an automotive exhaust system for use when testing vehicles; therefore, doors must be opened with considerable heat loss during cold weather. Exit doors do not have panic hardware, and swing in. All shops are lacking adequate storage. Most equipment is obsolete.

Flashback arrestors are lacking on the gas welding system, and cylinders are stored in the building. The gas furnace for melting casting metal has inadequate safety devices, ventilation and chimney. Inadequate storage facilities for raw stock and tools. There are only two toilet stools in the building (see picture); no separate facilities for boys and girls.

BUILDING NO. 26 - INDUSTRIAL ARTS

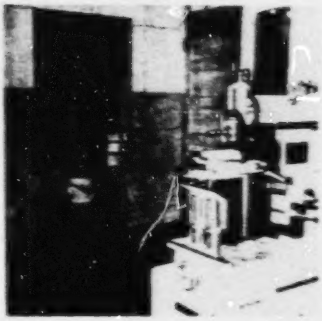
Bldg. No.26 - Southeast View Auto-Mechanics, Machine Shop, Welding & Bus Garage

Auto Mechanics Shop
Southeast Corner

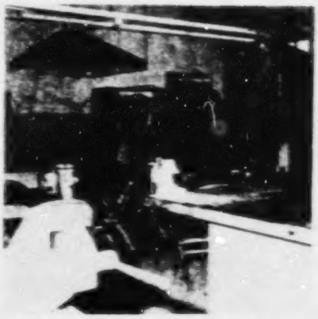
Auto Mechanics Shop, Northeast Corner

Auto Mechanics Shop, West End

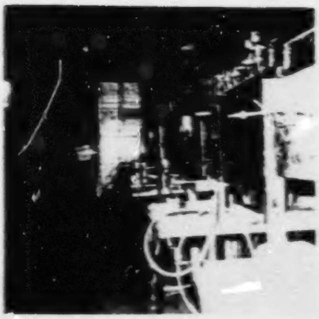
[illegible]



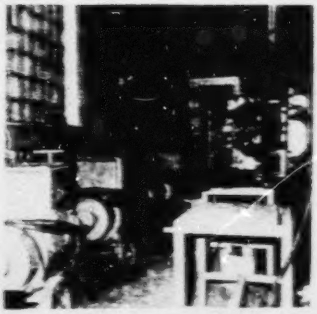
Machine Shop & Toilet Room



Machine Shop - Hood over Gas Forge

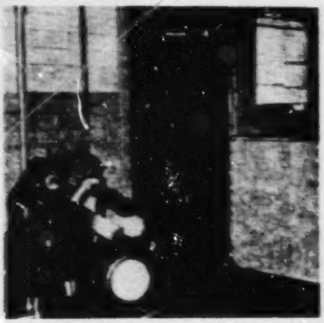


Gas Welding Shop - Acetylene Welders

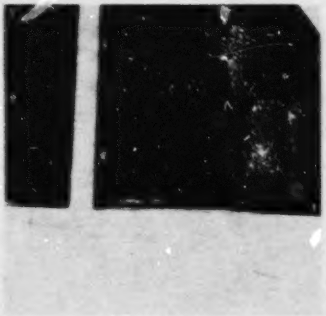


Electric Welding Shop

BUILDING NO. 26 - CONTINUED



Storage for Welding Shop



View of Attic from Above Machine Shop.
Attic Extends full length of building
without fire barriers.
Wood is tender dry.

BUILDING NO. 29—INDUSTRIAL ARTS

Building No. 29 was constructed in 1929, as a dairy barn and later converted for use as drafting rooms, electric shop, and storage. Exterior walls are tile, floors are concrete, and hayloft and roof are wood frame. The building has a gross area of 18,719 square feet of floor area. Useable floor space is approximately 7100 square feet.

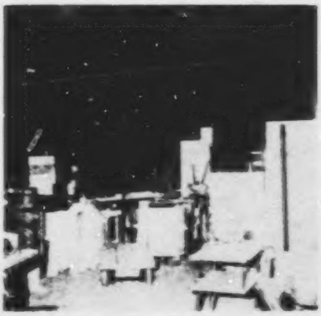
None of the exit doors have panic hardware, and the building does not have a fire alarm or detection system. Hearing and lighting are poor. During cold weather, students must wear coats. Classrooms and shops are poorly arranged with improper exits from all of the rooms. Building is not insulated.

BUILDING NO. 29 - INDUSTRIAL ARTS

Bldg. No. 29, South View

Stairway to hayloft

Hayloft - Looking West, West Wing



Hayloft - Looking South, South Wing

BUILDING NO. 29 - CONTINUED

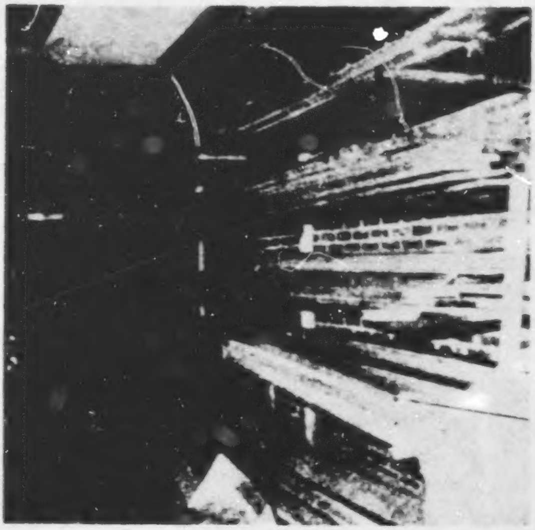
Electrical Shop

Drafting Room

Emergency exit from Drafting Room, West Side South Wing

Toilet Rooms

BUILDING NO. 29 - CONTINUED



Storage Room

BUILDING NO. 36—INDUSTRIAL ARTS

This building, constructed in 1932, has approximately 7070 square feet of floor area on the main floor consisting of: a woodworking shop, paint spray room, offices, faculty lounge, student bank, and lumber and paint storage rooms. The basement, with approximately 2760 square feet of floor area, contains a classroom, storage room and ceramics shop. Construction consists of structural tile exterior walls, hardwood and concrete floors, drywall and fiber board partitions and wood frame roof with asphalt shingles.

The building does not have emergency lighting, fire alarm or detection system or panic hardware on the doors. All doors swing in. The basement space is used as a ceramics shop and classroom, this is very dangerous and a fire hazard since there is only one possible route of escape. Ventilation throughout the entire building is inadequate. Much of the shop equipment is obsolete. The ceramic kiln reaches temperature is of 2400 °F and is directly below the paint spray room, and is exhausted through the paint room. Some table saws and drills are so obsolete that safety guards and repair parts are not available.

BUILDING NO. [illegible] - INDUSTRIAL ARTS

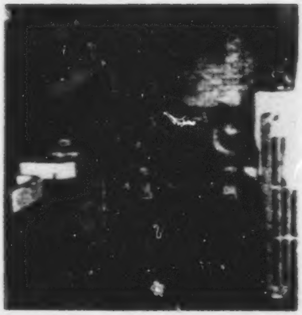
Southwest View

Woodworking Shop, Wood Frame floors and Ceilings

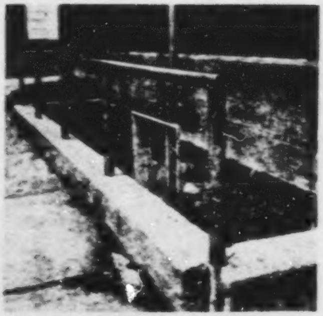
Paint shop for Woodworking Shop - No exhaust Fan or Spray Hood

ATTACHMENT NO. 36 - CONTINUED

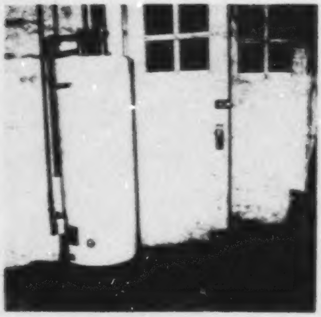
Storage Room for Woodwork Shop(Paint, Lacquer & Lumber)



Toilet Room for Wood Work Shop

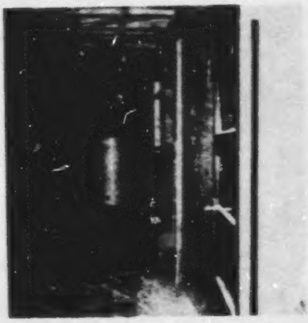


Entrance to Basement(South Side) Ceramic Classrooms & Shop. This is the only entrance & Exit to Basement.



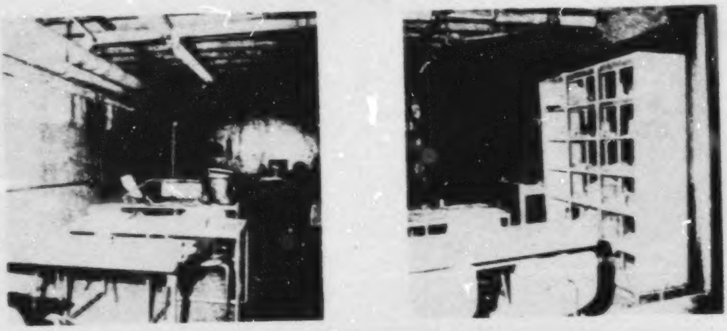
Exit from Basement Ceramics Classrooms & Shop. Hot water heater is not vented. Exit door swings inward - has [illegible] on it. This is the only exit from the basement.

BUILDING NO. 36 - CONTINUED



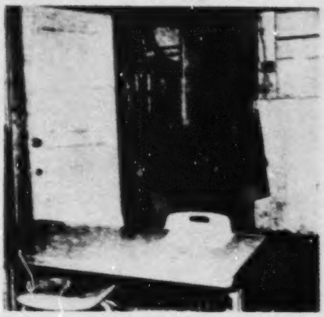
Another view of exit from basement ceramics shop and classrooms.

Electric kiln in ceramics shop

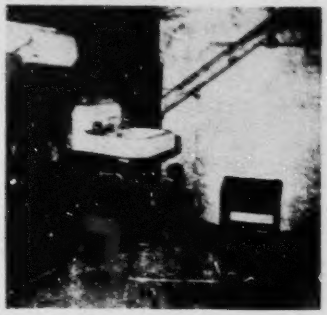


Ceramics shop looking south. Electric kiln is in left corner and exit in right corner.

BUILDING NO. 16 - CONTINUED



View toward exit from inside classroom in southwest corner of basement



Washing facilities located in basement corridor near exit.

Paint & Lumber Area

View of exit between wood working shop, student bank, paint storage room and faculty lounge.

Appendix 2

EXISTING EQUIPMENT—VOCATIONAL AREA, FLANDREAU INDIAN SCHOOL

A recent check of equipment being used in the vocational areas of the Flandreau Indian School revealed that out of 80 pieces of major equipment only nine were newer than 10 years old. A large amount of the older pieces of equipment were obtained through surplus property channels and most of the equipment was of World War II vintage.

A breakdown of ages of this equipment is as follows:

Area	Total number of major pieces of equipment[1]	Major pieces of equipment less than 10 yrs old
Machine shop	14	1
Auto mechanics shop	21	2
Wood shop	16	2
Auto body shop	5	0
Art department	3	2
Welding shop	21	2
Total	80	9

[1] This does not include pieces of equipment costing less than $150.

From the data available, it was difficult to obtain manufacturing dates of equipment but one can easily realize that the average age of this equipment must be around 20 to 25 years.

FLANDREAU SANTEE SIOUX TRIBE
Flandreau, S. Dak., February 11, 1976.

To: Congressman Larry Pressler
From: Flandreau Santee Sioux Tribe
Re: Congressional on-site hearing on Vocational Education

The Flandreau Indian School was originated and had its beginning with the Flandreau Santee Sioux Tribe. The Tribe has always taken part in keeping the school open and felt very proud of this school. The school is an asset to the Tribe and a definite employment support for its Tribal members.

The Tribe has always felt very strongly that the Flandreau Indian School should rely on the vocational areas as it did in the past. In these days many vocational skilled Indian people came out of this school. As your staff can relay to you that our vocational areas are far behind our academic areas such as: old buildings, obsolete equipment, etc. Also our vocational areas for girls are very limited. The Tribe does see a possibility of a junior college being a next step for the Flandreau Indian School.

We base our decision toward the vocational areas on the fact that 3 out of 4 Indian students will lean toward vocational employment.

Because of Public Law 93-638, the Flandreau Santee Sioux Tribe is very much interested in contracting this school to attempt to cover a more unique vocational area, academic, and culture education system geared for Indian children. In these three areas, we would like to combine the following values: Balance and sharing laws of our Mother Earth. Awareness of the Great Spirit and his powers. Values of respect and love, and Truth in heart as it reltes to others.

Sincerely,

GEORGE L. ALLEN, SR.
Chairman.

YANKTON SIOUX BUSINESS & CLAIMS COMMITTEE,
Wagner, S. Dak., February 11, 1976.

To: The House Subcommittee on Elementary, Secondary, & Vocational Education
From: Yankton Sioux Tribe
Subject: Vocational Education

GEOGRAPHIC LOCATION

The Yankton Sioux Reservation is located in Southeastern South Dakota occupying the eastern two-thirds of Charles Mix County. On the north, the Reservation is bounded by Douglas County; on the east by Bon Homme County; and Choteau Creek (the County Line); on the south, the Missouri River (Nebraska State Line) and Lake Francis Case (Fort Randall Reservoir); and on the west, the Western one-third of Charles Mix County. The reservation consists of per data of July, 1975, 34,057 acres; predominant land-use based on agriculture. The current Indian population in and adjacent to the Reservation based on the Aberdeen Area Statistical data is 1,425. Increase in the reservation population has been steady, due to the concerted effort by the Yankton Sioux Tribe Business and Claims Committee to encourage non-reservation enrolled members to return to the reservation.

MARTY INDIAN SCHOOL

Of highest priority of the Marty Indian School, an Indian Controlled School System, is the directive to wholly develop, establish, and implement a comprehensive Elementary, Secondary, and Vocational Education opportunity (ies) to the students, community, and the resident Yankton Sioux Indian Reservation population.

Prior to November 14, 1974, the Marty School has repeatedly failed to obtain continued Federal Financial and Technical Assistance because of its sponsor base and parochial activities. Subsequently, educational and vocational efforts have been drastically affected because of the critical lack of sufficient funds.

For the past three (3) years, tremendous efforts have been cooperatively made by the order of St. Benedict, Blue Cloud Abbey, Dakota Plains Institute of Learning, Inc., the Yankton Sioux Tribe Business and Claims Committee and the resident Yankton Sioux Indian Reservation population, to insure a smooth transition to local Indian control.

The Yankton Sioux Tribe has authorized through resoltuion, and recognize the Marty Indian School Board who are elected at-large by the Yankton Sioux Indian Community. While the intention of "Indian Control" is paramount and well meant, and though there exists an Academic Administration with Staff and instructors, increasingly, innovative Education Project designs fail to materialize for implementation because of lack of adequate Federal, State, and local financial assistance.

As of November 1, 1974, presently pending TRUST-ASSIGNMENT, an estimated amount of 2,000 acres of land with facilities has too, been in transition to Tribal ownership. This will require financial assistance for development.

In consideration of the Marty Indian School Education Administrations' concrete commitment to develop, establish, institute and provide a comprehensive vocational education curricula to the students, community and resident of the Yankton Sioux Indian Reservation population, to equip the service with adequate financial and technical assistance, will better addresses of the education needs be made and constructive and progressive education and vocational development occur, continue, and flourish.

SPECIFIC GOALS

Through cooperative coordinated efforts the Yankton Sioux Tribe Political Administration and the Marty Indian School Board have prioritized that the need for adequate financial assistance for the Elementary, Secondary components of Mary School is paramount. While it is necessary to provide the aforementioned, it is the position of the Yankton Sioux Tribe that the following specific areas be developed and established;

[illegible]. *Vocational Education*

While the priority to continue and assist Indian—Controlled Education System is a must, of equal priority is the need to develop and establish a vocational—education component of the Marty Indian School, to be a consistent and integral part of the Elementary and Secondary Components.

The curricula should include, but not limited to: A. Agri-business, B. Business Management Techniques, C. Land-Use (including planning, management), D. Natural Resources (water, minerals, etc.), and E. Economic Development.

II. *Occupational Education.*

A. Specific areas of specialized education should be developed for vocational trades and maximum orientation be available for skills such as (carpentry, welding, automotive, drafting, farm management); and

B. Occupational counseling for vocational trades must be instituted to the extent that while there exists college preparatory opportunities, there also is available vocational preparedness.

III. *Tribal Economic Development*

The Yankton Sioux Tribe through its Planning and Development Administration has recognized, following in depth analysis of economic development trends throughout the area that the THRUST of relocating industrial projects in forms of manufacturing companies to strengthen reservation economics in most instances is not the answer toward "Indian Economic Development".

It is the position of the Yankton Sioux Tribe, that industrial relocation, briefly described above, on Indian reservations in the form of manufacturing companies, is definitely not the answer in creating realistic Indian economic growth.

Instead, the Yankton Sioux Tribe, through ISBIC, will direct every effort toward stimulating and providing the necessary capital for Indian business start-up, buy-out, and/or expansion on a small, individualized scale; this by far, is the most effective and desired goal by which to create a stable reservation economy.

The ISBIC will to continue to utilize resources, such as SBA guarantees, to strengthen the "delivery" of capital funds, and to demonstrate the principle of maximum resource utilization.

PURPOSE

The purpose and objectives of the Yankton Sioux Tribe, through its Indian Small Business Investment Company, in recognition and utilization of the Yankton Sioux Tribes' initial investment of $150,000 (letter of commitment attached—official Yankton Sioux Tribe minutes) and once having obtained $100,000 from the Campaign for Human Development, an additional collective total of $250,000, the grand total of $500,000 shall be administered to provide "seed" capital in low-interest loans to a minimum number of twenty Indian persons, over a period of five years, in start-up, buy-out, and/or expansion businesses. The objective of providing "front-end" seed capital will be to obtain and secure subsequent total debt-financing from other sources, federal and non-federal.

An additional objective shall be to provide low-interest loans and participatory investment achieving total debt-financing in the event other sources, federal and non-federal, provide initial unencumbered seed capital.

OBJECTIVES

The general objectives of ISBIC shall be to:

A. To create a substantial, permanent, and independent economic base for the Yankton Sioux Tribe.

B. To sensitize financial sources and other local lending institutions, to the point where the Indian entreprenuer can exercise maximum leverage in his favor.

C. While the initial objective of the ISBIC will be economic thrust, it will also serve as a tool with which to provide in-depth, professional, indigenous political leadership and experitse to the Tribe.

D. To initiate a consolidated effort in the realization of self-determination in economic planning for a gradual separation of governmental funding dependency.

In conclusion, while the Yankton Sioux Tribes' thrust in its unique economic development effort will exist, it is evident that the need for a local Indian controlled Vocational Education development mechanism is paramount.

PREPARED STATEMENT OF ENOCH L. LAPOINTE, EXECUTIVE DIRECTOR, DAKOTA PLAINS INSTITUTE OF LEARNING, INC., MARTY INDIAN SCHOOL, MARTY, S. DAK.

Mr. Chairman and members of the committee. My name is Enoch L. LaPointe. I am Executive Director of the Dakota Plains Institute of Learning, Inc., Marty Indian School, Marty, South Dakota. On behalf of Marty Indian School, its staff and students, I express our gratitude for this opportunity to testify before your subcommittee on the subject of vocational education especially as it pertains to Indian students.

Marty Indian School is an all-Indian controlled school located approximately 120 miles southwest of Sioux Falls. Marty is a boarding school drawing students from some fourteen tribes and fifteen states. Marty can accommodate at maximum 300 students. Presently our enrollment numbers 282. Approximately 120 are students from the immediate reservation area. It is an educational institution (K–12) and fully accreditated by the State of South Dakota.

On March 19, 1975, a historic step was taken in Indian education on the Yankton Sioux Reservation. On that day, Fr. Abbot Alan, representing the Benedictine Fathers of Blue Cloud Abbey, transferred Marty Mission to the Yankton Sioux Tribe.

Marty Indian School is operated under the control of an all-Indian School Board. Formally known as St. Paul's Indian Mission, Marty Indian School has been in transition since the offer in March of 1970. In view of the self-determination policy, the Benedictine Fathers transferred the mission buildings and lands to the elected school board who represent the Yankton Sioux Tribe. It is the hope our Indian people that Marty Indian School be an example and demonstration of self-determination to all Indian people.

Marty serves the Indian student with preference to the local Indian student. However, students are accepted from many reservations and tribes. The overall goal of Marty is to offer an education to students who are not ready culturally, emotionally, educationally or sociologically and those students who are not able to adjust to the present public school system. Marty also provides a home for many Indian children who do not have a real home or parents—a substitute home, or a "home away from home."

The highest priority of need regarding Indian education as determined by a feasibility study conducted on the Yankton Sioux Reservation recently are:

1. An elementary and secondary school.
2. A special needs school to provide an exemplary education for the slow learner, the average student, the dropout/pushout, the potential dropout/pushout and for those students requiring special education.
3. A vocational school.
4. An adult education center.

It is evident that all of these needs can be met now. Marty has the facilities.

We are speaking of an educational program that is geared to the pre school child and to the adult. In other words, a "cradle to the grave" education. Vocational education is also a party of Marty's future.

It is the general feeling among the Yankton Sioux leaders that the educational endeavors directed to the Yankton Reservation have not fulfilled their total objectives. More monies are needed to meet our peoples needs in the area of vocational education. The inadequacies of the education system are perhaps best recognized when related to facts revealed by a comprehensive survey conducted on the Yankton Sioux Reservation during the summer of 1972. In this survey it was revealed that all people in age groups 18–50 have achieved no more than an 8.4 grade education. This age group represents the generations that should have and should now be providing the effective voice in self-determination as well as planning and implementing beneficial programs. It is clear that redirection of our education programs is of essence.

Presently at Marty we have a pilot program in the area of career education. We are working on a cooperative basis with the University of South Dakota. The objectives of this career education program are:

1. To provide students and community members with experience and services that enable them to reevaluate and facilitate redirection in their career choice.

2. To develop a positive attitude of continually analyzing and striving to improve one's self-concept.

3. To provide experiences that inform students and community members of job clusters, qualifications and opportunities on and off the reservation.

4. To provide students, community members with skills in synthesizing their own abilities, attitudes and potential as related to career fields.

5. Through the use of seminars related to Indian identity as provided by outside consultants.

6. Through the use of a Career Exploration Program.

When we look back at the history of Indian education we can see that there was a strong vocational emphasis; the growing trend now is a comprehensive education, including academic courses that would qualify successful graduates for college entrance while providing commercial and vocational course offerings as well. This is what we are aspiring to do at Marty. Those who advocate academic training see in vocational education a limitation on career choice; others see vocational training as realistic preparation for jobs. Increasingly, however, vocational training has been postponed to post-high school programs.

We must be prepared to meet our people's needs in both pre and post high school programs. A good vocational training program can be of great value to Indian youngsters before high school graduation.

We have on our reservations probably some of the best-skilled unemployed tradesmen in the area. There are many who are skilled in welding, body and fender, and auto mechanics. These people are results of the Bureau of Indian Affairs relocation program.

A vocational training program must be developed that parallels the development of the reservations economy. That is, our people must be trained for positions on the reservation whether it be in agriculture, private enterprise, or for existing jobs in existing programs.

At Marty we have the facilities for such a program. Through the new Indian Self-Determination and Education Assistance Act, P.L. 93–638, monies may be available to our Tribe and school for the purpose of developing a sound and viable vocational training program that will be geared to our youth and adults. We will also need state support for these programs.

In conclusion, it is apparent that our present education programs must again be reevaluated in light of our successes and failures of those students who enter the college program. We must prepare our students through career education programs and vocational training programs. We must, at the same time, raise the economy of our reservation so that our youth and adults can participate in these programs with a realistic goal of employability.

As mentioned previously Marty Indian School has the facilities and ideas. However, money is needed.

STATEMENT BY SANDRA LEBEAU ON BEHALF OF WAYNE DUCHENEAUX, CHEYENNE RIVER SIOUX TRIBE

My name is Sandra LeBeau, and I am here representing Chairman Wayne Ducheneaux, of the Cheyenne River Sioux Tribe. Mr. Ducheneaux sends his regrets that he is unable to be here in person, due to prior commitments.

The Cheyenne River Sioux Reservation is located in the northwestern part of South Dakota. We have three (3) separate school systems on the reservation: Bureau of Indian Affairs operated schools, public school district systems, and a co-operative school system for one school. There are four high schools on the reservation: three public high schools located at Timber Lake, Isabel and Dupree, and the Cheyenne-Eagle Butte School located at Eagle Butt which is operated under a co-operative agreement between the public school district and the Bureau of Indian Affairs.

Prior to 1960, the Bureau of Indian Affairs operated a Bureau boarding school at the site of the old Cheyenne agency, which was flooded by the Oahe Dam. Under Public Law 776 (83rd Congress) provisions were made to reestablish the boarding school and all school facilities in Eagle Butte. This Act also stated that the Federal Government would continue to operate the school and as soon as practicable the operation of the school would be combined with the public school system. This combination was accomplished by working out a co-operative agreement between the Bureau of Indian Affairs, the Eagle Butte School District, and until this year, the Cheyenne River Sioux Tribe. For the 1975–76 school year a new agreement was made effective between the Bureau and the school district (see Attachment #1).

Vocational education on the Cheyenne River Reservation has had its ups and downs. In the early 1960's the Cheyenne-Eagle Butte School, which is the high school on the Reservation which has the highest Indian student enrollment, was on a two track system—academic and vocational. The Indian parents at that time felt that students were not receiving adequate education because most of the Indian students were placed in the vocational track and were not being prepared for college work. In the middle 60's then there was a trend away from the 2-track system. Currently, however, there is a movement back toward vocational education in the school, but on an elective basis.

If the Cheyenne-Eagle Butte School was strictly a Bureau of Indian Affairs school there would be no opportunity for State vocational education matching monies, because we can't match Federal dollars with other Federal dollars. At present all State vocational education money must be channelled through a school district. This is not a problem in the Cheyenne-Eagle Butte system because we are a co-operative school; however, it is a problem in other areas where the schools are strictly Federally funded.

It is my understanding from talking with our vocational education personnel that the State Vocational Education Department does not actively seek input from tribes in drafting the State plan for vocational education. Notwithstanding the fact that the State Vocational Education Office only deals with public school systems, this regulation limits tribal input and utilization of vocational education funds.

Due to certain criteria in the Vocational Education Act the Eagle Butte School District qualifies for 'disadvantaged' set aside funds on a matching 50/50 basis. Even so, it is the attitude by the local School District Board not to contribute the 50% matching in a vocational education program until a proven vocational education curriculum is evident. The District has received Title IV Indian Education Act monies for a vocational education program, and they are and have been using the Title IV program money to test the program before assuming the funding. (See Attachment #2)

The Cheyenne-Eagle Butte School has an enrollment of approximately 407 students. In the 1974–75 school year there were 64 students involved in the vocational education classes. This year there were 57 students involved. Next year they anticipate the following enrollment in vocational education courses:

HEALTH RELATED COURSES = 24 STUDENTS
BUILDING TRADES = 24 STUDENTS
DISTRIBUTIVE EDUCATION = 32 STUDENTS
VOCATIONAL AGRICULTURE = 96 STUDENTS

One other school on the Reservation has a significant Indian student enrollment, the Dupree Public School. They are affiliated with other schools in the northwest area and participate in a mobile classroom unit with a different vocational area every semester. This is a small high school, and this seems to meet their needs quite well.

In the Dupree system there are approximately 93 students in the high school. One instructor in the Dupree system had commented concerning the teacher certification method in the set.

The use of professional journeyman as instructors lends itself well to areas such as reservations where degreed instructors are hard to recruit. This part of the Act should not be changed.

It is evident by the above remarks that at present the tribes have no way to actively participate in vocational education programs because of two reasons. (1) Only school districts are eligible to receive the secondary level funds, and therefore only school districts have any input into the planning of the monies. (2) Federal dollars cannot be matched with other Federal dollars, therefore tribes like ours, who have educational systems that are Federally funded cannot participate in vocational education monies.

This also leads to an important and rather disturbing fact. In seeking the utilization of Federal monies channelled through State agencies, it forces the tribes into agreements with districts and gives the districts the advantage because the tribes are seeking the agreement. We are in an era of Indian self-determination. To this end, tribes themselves are responsible for the education of their children. In order to utilize such education opportunities as vocational education, tribes must be allowed, through proper legislation, to contract directly with the Federal or State agencies for their programs, and *should not* have to go through a school district. In this way the *control* and *responsibility* of Indian education lies with the tribes as is constitutionally correct.

In conclusion, we feel the State Vocational Education Departments must make every effort to get input from the tribes in determining the State plan of operations in vocational education.

There needs to be a method of including Federally funded school systems with vocational education monies. This could be amended so that tribes could be funded in the same capacity as school district.

Agreement Between the Bureau of Indian Affairs Cheyenne River Agency, South Dakota and Eagle Butte Independent School District No. 3, Dewey County, S. Dak.

This agreement entered into on this 9 day of May, 1975, between the Bureau of Indian Affairs, Cheyenne River Agency (hereinafter "Agency") and the Eagle Butte Independent School District #3, Dewey County, South Dakota (hereinafter "District") is authorized by 25 U.S.C. SS452–454, in accordance with 25 U.S.C. S295, 25 CFFR. SS31.1–31.3, 33.4.(a) and South Dakota Compiled Laws SS13–15–3 through 13–15–7. Pursuant to these provisions, the parties hereto expressly agree to the following general conditions:

1. The Agency and the District agree that this contract and all provisions herein shall constitute an agreement for the education of both elementary and secondary public school pupils of the District in a federal Indian school in which existing District facilities and equipment shall be utilized.

2. This Agreement shall be effective during the school year 1975–76 beginning July 1, 1975 ending June 30, 1976.

3. Renewal of this agreement shall be agreed upon and signed by May 15, preceding the school year to which it shall apply. If no agreement can be reached satisfactory to the parties herein, no relationship shall exist between said parties for the education of public school children in the federal Indian school for the ensuing school year.

4. The provisions of this Agreement are conclusive and define the full extent of each parties' rights, duties and obligation hereunder.

THE PARTIES FURTHER AGREE TO THE FOLLOWING SPECIAL PROVISIONS

5. The Agency shall have exclusive administrative authority over the operation of the federal Indian school, known as the Cheyenne-Eagle Butte School, on the Cheyenne River Indian Reservation.

6. The Agency and its authorized representatives shall be responsible for:

(1) Directing the expenditure of all funds from whatever source used in the operation of the school, except as otherwise provided in this Agreement.

(2) Physical maintenance, operation and upkeep of the school.

(3) Selection, establishment and supervision of school curriculum in a manner that satisfies S13–15–5 of the South Dakota Compiled Laws.

(4) Acquisition, management, control and distribution of all property, materials and supplies, from whatever source, needed for the operation of the school.

(5) Personnel management of all persons employed at the school.

(6) Transportation of students to and from the school.

(7) Operation of dormitory facilities at the school.

(8) Operation of a school lunch program at the school.

(9) Administration of all extra-curricular, athletic or special activities at the school.

(10) Operation of an appropriate student health care service to the school.

7. To carry out the responsibilities listed in Section 6 of this Agreement the Agency shall establish a school board, to be known as the Cheyenne-Eagle Butte Cooperative School Board, that will serve as its authorized representative or agent for purposes of administering school affairs.

(a) The school board so established shall be comprised of seven (7) members: three (3) members of the Cheyenne River Tribal Council Education Committee; three (3) members of the Eagle Butte Independent School District #3 School Board and the high school student council president.

(b) The Education Specialist for the Bureau of Indian Affairs, Cheyenne River Agency shall serve as Chairman of the school board in a non-voting capacity.

(c) The Agency Education Program Administrator shall serve as the chief administrator of the Cheyenne-Eagle Butte School and shall also serve as advisor to the school board on all matters pertaining to the administration of the school in a non-voting capacity.

8. The Agency shall provide for regular meetings of the Cheyenne-Eagle Butte Cooperative School Board, to be held on the first Monday of each month at the Cheyenne-Eagle Butte High School. Special meetings may be called by the Chairman of the school board or by a majority of the school board members.

(a) Notice of regular school board meetings, along with an agenda of matters to be considered and the minutes of the previous school board meeting shall be mailed by the Secretary no later than seven (7) days prior to the next meeting. Written notice shall not be required in the case of special meetings. A majority of the regularly-constituted school board (4) shall be a quorum for purposes of transacting business.

(b) Removal of school board members shall be in accordance with South Dakota Law or the Cheyenne River Tribal Code, whichever is applicable, providing however, that nothing in either of those rules shall preclude the removal of board members who are absent from three consecutive school board meetings without valid excuse.

9. The Agency shall hold a meeting in July, 1975 with members of the Cheyenne-Eagle Butte Cooperative School Board and the remaining members of the District School Board to formulate and adopt an operational plan for the 1975–76 school year.

10. All funds allocated to the Agency for school operations and approximately seventy-five percent (75%) of the revenue of the District shall be budgeted by the Cheyenne-Eagle Butte Cooperative School Board in accordance with the plan adopted at the July meeting. Approximately 25% of the District revenue shall be expended by the District for the Day Schools at Lantry and Ridgeview. The 75% of the District funds mentioned herein shall be expended in the following manner: when the expenditure of District funds becomes necessary for school operations, in accordance with the established operational plan and budget, the Cheyenne-Eagle Butte Cooperative School Board shall

submit vouchers to the Business Manager of the District setting forth the amount to be paid and the reason for which payment is sought. Upon receipt of such vouchers, the Business Manager shall release to the Cooperative Board monies in the amount requested from the fund set aside by the District for school operations.

11. Over and above the contribution from the usual funds available to the District for school operations, the District shall be charged with the affirmative duty of seeking out and applying for such additional funds for which it may be eligible under either state or federal law. The funds so obtained shall be considered by the Cheyenne-Eagle Butte Cooperative School Board in establishing the amount of the operating budget.

12. The District shall charge tuition for non-Indian pupils who are not residents of the district in the amount determined by South Dakota State Law.

13. The District shall provide the Agency with the use of any and all property, of whatever nature, belonging to Eagle Butte Independent School District No. 3 as needed for the operation of Cheyenne-Eagle Butte School consistent with any regulations that attach to the use of such property.

14. The exclusive administrative responsibility of the District under this Agreement shall concern matters pertaining to the employment of non-civil service personnel in the Cheyenne-Eagle Butte School. The District's responsibility under this provision shall include the hiring and firing of all district employees in accordance with Section 15, infra, of this Agreement, the payment of salaries and all benefits incident thereto. To the extent required, all funds necessary for the payment of such expenditures shall be withheld from the funds set aside by the District for school operations pursuant to Section 10, supra, of this Agreement.

15. Due to the need for uniformity in personnel administration at the Cheyenne-Eagle Butte School and the recognized need for accountability of all persons employed at the school to the Agency as the entity charged by the Bureau of Indian Affairs with administrative authority over the operations of the federal Indian educational facility, the Agency is specifically granted the authority to supervise all matters pertaining to the employment of all non-civil service personnel at the school. The authority of the Agency in this regard shall extend to causing evaluations to be made and making recommendations as to hiring, suspension, or termination of such employees at the school. In making recommendations concerning personnel, the Agency shall adopt, implement and adhere to applicable provisions of South Dakota law. The recommendations made by the Agency shall be binding upon the District, if such recommendation was based on a determination of the Cooperative School Board who by two-thirds ($\frac{2}{3}$) vote of the seven-member board supported the proposed course of action, and if made in accordance with "applicable law".

16. No distinction shall be made between Indian and non-Indian students in the receipt of educational services at the Cheyenne-Eagle Butte School.

17. No distinction shall be made between employees of the Agency and the District in any matter pertaining to employment at the Cheyenne-Eagle Butte School. Discrimination against any employee or applicant for employment because of race, color, creed or national origin is prohibited except as permitted by applicable law pertaining to Indian preference.

18. Official representatives of the Division of Elementary and Secondary Education of the State of South Dakota shall be permitted to visit the school at any time for observation, consultation and evaluation. The Agency shall funish such records and reports necessary to enable them to evaluate the educational programs.

19. No member of, or delegate to, Congress, Resident Commissioner, Officer, Agent, or other employee of the Government shall be admitted to any share or part in any contract made hereunder or derive any pecuniary benefit therefrom, but this restriction shall not be construed to extend to any such contract made with a corporation or company for its general benefit.

The Eagle Butte Independent School
District No. 3
By: Robert B. Kinning, Chairman.
Attest:
Approved: , Area Director.

United States Bureau of Indian Affairs
By: James L. Clamm , Superintendent.

My Commission Expires 2-18.

ATTACHMENT No. 2

1976-77 PROPOSED LOCAL, STATE, AND TITLE IV, PART A FUNDING BREAKDOWN

Salaries	Local board	Vocational Education (State)	Title IV	Total
1—full-time vocational agriculture teacher (highschool)	$5,850	$5,850		$11,700
1—half-time vocational agriculture teacher (¼ high school and ¼ adult)	5,300	5,300		10,600
1—half-time vocational/title IV administrator			$10,600	10,600
1—9½ mo. health occupation teacher			10,000	10,000
1—9½ mo building trades teacher			10,000	10,000
1—11 mo. clerk typist			7,062	7,062
1—10 mo. secretary/accountant			7,430	7,430
Subtotal	11,150	11,150	45,092	67,192
Fringes [1] @ 15 percent (estimate)	1,673	1,672	6,735	10,080
Travel @ 14¢ per mile (out of area)	500	500	1,500	2,500
Equipment	500	500	4,000	5,000
Supplies	400	400	3,200	4,000
Construction alterations [1]			2,000	2,000
Other:				
Pick-up rental and operator			2,000	2,000
Staff inservice training ($20 per day for 5 employees at 10 days each, average)			1,000	1,000
Telephone	50	50	200	300
Staff local travel			747	747
Parents and student travel (meals and lodging on trips)			2,000	2,000
Subtotal (estimated)	14,273	14,272	68,474	97,019
Alternate distributive education teacher and supplies			12,000	12,000
Total	14,273	14,272	80,474	109,019

PREPARED STATEMENT OF SANDRA LEBEAU, CHAIRPERSON, HEALTH, EDUCATION AND WELFARE COMMITTEE, CHEYENNE RIVER SIOUX TRIBE

The Cheyenne River Sioux Tribe is seeking your committee's assistance in our efforts to have a congressional investigation of the Cheyenne-Eagle Butte School and other Bureau of Indian Affairs Schools located on the Cheyenne River Sioux Indian Reservation.

In 1960 the Bureau of Indian Affairs opened the new school facility at Eagle Butte, South Dakota. Prior to this the bureau had operated a boarding school facility at the old Cheyenne Agency which was subsequently flooded by the Oahe Dam back waters, thus causing the total agency to be moved to the new site at Eagle Butte. The old boarding school had been strictly an Indian school. When the new school was opened in Eagle Butte it was as a co-operative school, meaning that the bureau, tribe, and local school district entered into an agreement for the administration of the system.

There have been several problems associated with the school system in Eagle Butte as well as with other bureau schools on the reservation. The greatest problem area lies in the fact that bureau teachers are hired under civil service, and thus, if the parents or community feel there is a bad teacher in the school, it is nearly impossible to remove that teacher. This also holds true for administrators.

The individual schools have what are called Advisory School Boards, but they are only that—advisory—and thus have no authority in the areas of hiring and termination of school personnel. Much of the influence or lack of influence of these boards depends on the local administration of that particular school.

When parents cannot have realistic input into the educational process of their children, this leads to distrust on both the part of the parent and the school personnel. In essence then, the school personnel are not answerable to their constituency, but rather to the bureaucratic system itself, and it provides an unhealthy environment that is not conducice to learning.

The problems we are facing in the Cheyenne-Eagle Butte School itself has its roots in the above mentioned problem, but is also complicated by the fact that the Eagle Butte School District is involved in the administration of the school.

Through the Co-Operative Agreement there has been set up a Co-Operative School Board to operate the school. The agreement is beautiful on paper, but does not work in actual practice. The district hires certain teachers, and those teachers answer only to the district school board. The Bureau hires other teachers, and those teachers answer only to the Bureau. We have a monster with two heads, and the result is poor education for all the children, but especially for the Indian children.

We have heard from many parents throughout the years that the quality of education on the reservation, and especially through the Bureau Schools, is poor. We have parents today stating that their high school students cannot read and write, or do elementary level math. We have an extremely high rate of absenteeism and dropout rate, even to the fourth and fifth grade levels. Earlior this year I spoke to a young boy who should have been in the 4th grade, and he had only attended school one day in the first semester. The school simply is not meeting the needs of the students.

Last year, during the first semester, we had several bomb threats in the school and school had to be dismissed time after time. This caused great distress among parents, even to the point that parents took their children out of school in direct violation of tribal law, because they feared for the safety of their childrens' lives.

This past weekend a young high school student who had been extremely popular was found dead in the school. We feel because of this, and other reasons as stated above, that we need a thorough investigation of the school. We had asked earlier that the Bureau of Indian Affairs investigate the system, but in light of this death, we feel we cannot expect an impartial in-house investigation from them. We also feel that any Indian organization that would do the investigation would be partial. Therefore, we have no other alternative but to seek a congressional investigation of the school system.

We would especially like the question of civil service employees explored. Also, we would want a complete analysis of the academic progress of our students since the agency moved to Eagle Butte. Our people are saying the students are not being prepared for either college or vocational school when they graduate from this school. There is the question of the high dropout rate and absenteeism. We would like impartial interviewers to come and interview students, parents, and other community people to get their input. We feel this is the only way we are going to begin solving the question of quality education on this reservation.

PREPARED STATEMENT OF CAL RONDALT, MANPOWER DIRECTOR, SISSETON-WAHPETON SIOUX TRIBES

The Sisseton-Wahpeton Sioux Tribe recognizes and wants to give credit to vocational training that has been, and is available to Indians interested in this type of training. The training is available through the multi-district concept, the area vocational schools and the private training institutes.

The Indian has special needs, however, he is culturally and inherently in need of the support of family and community. This concept then, indicates the need for training locally. We know that a rural area such as the Lake Traverse Reservation, indeed, most of the small reservation areas, cannot absorb into employment the young people coming up. We also know that this is true for the rural states. It would seem then, that we must have a two-fold approach if we are to face the problem realistically. We cannot continue to be an incubator and producer of labor for our cities and industrialized areas. The approach necessary, and the trend is developing, would be to transfer the jobs to the rural areas. The second approach then, is to train people locally so they are ready to move into jobs when they are available. But, perhaps that is addressing a long range goal.

A necessary step towards reaching this goal would be to evaluate the current local situations. What type of training facilities and trainee are available locally, and secondly what type of jobs will be coming available locally in the future.

The Sisseton-Wahpeton Sioux Tribe believes that we speak for all North-Eastern South Dakota, that we have a need for expanded medical facilities. We feel this need can be met through utilization of para-medical personnel. This concept would bring into mind the use of physicians asistants, R.N., L.P.N., Social and Mental Health Counselors, etc. The Lake Traverse Reservation alone could use 5 medical assistants. The problem that arises is that the individuals who have expressed an interest in this program do not meet the entry requirements for the schools offering these programs.

Solution—Establish a 6–12 months preparation course. Recognizing the fact that the largest employers in the area are Government and farm related industries, with the hope of developing industries and jobs, we also have a need for:

1. Agri-business courses for development of technicians.
2. Para-professional human services, coordinators and counselors.
3. Trades and craft, including carpentry, electricians, plumbing, etc.

We need in-service training so people can upgrade their skill and relieve the pressures and assume the professional or technical role. Our proposal would be that:

1. Each reservation or area assess their needs currently and for the next 5 years.
2. Each reservation or area assess the availability of facilities and instructors.
3. A comprehensive state-wide plan be developed that would meet the needs in number 1 above and utilize that in number 2. For example, Sisseton would utilize facilities available through the Multi-District and/or Sisseton High School. Yankton could institute a meat-cutting or butchering course utilizing facilities they might have available. Winnebago could institute an LPN course.

Individuals would be accepted from various reservations, receive the training and then return to a job in their home area should they desire.

EAST CHARLES MIX INDEPENDENT SCHOOL DISTRICT NO. 102,
Wagner, S. Dak., February 5, 1976.

To: Subcommittee on Elementary, Secondary and Vocational Education, Mr. Carl B. Perkins, Mr. Al Quil, Mr. Larry Pressler, and All Others To Whom It May Concern

I am submitting this letter as a source of positive approval of the on-going programs in our country and the state of South Dakota dealing in the area of Vocational Education.

I have been in Public Education for eighteen years as a classroom teacher, a Principal, and now as a Superintendent and have always felt that our schools were negligent in providing enough good programs in Vocational Education for our students. I feel we are now beginning to implement many fine programs which have been long over due. However, I do not feel we are at a plateau where we can become satisfied with what we have and consider our programs adequate. We must continue to strive harder to improve what programs we have in operation and implement new programs to better prepare people, young and old and to reach all who can and will benefit from them.

This, of course, requires funds to continue with and implement these programs from all possible sources. I encourage you as leaders of our country to do everything in your power to continue to help our schools in everyway possible by adopting legislation which will provide additional funds available for all schools. This is of great importance and long over due.

Sincerely,

DALE E. HALL,
Superintendent.

The largest industry on the reservation is the livestock and farming industry, yet the high schools in Fort Yates and the surrounding area (McLaughlin and Solen) cannot adequately prepare the student who is a potential farmer or rancher. The present curriculum is void of any agri-business courses. One of the biggest factors to this detriment is the lack of adequate facilities to implement agri-business courses into the curriculum as well as the lack of funding resources. The states are limited in their provisions of funds to the reservations.

Presently, the curriculum in vocational education is not sufficient to meet the needs of the student. The reasons are a lack of funding for teachers, materials and insufficient facilities. The school administration would like to develop more curriculum in this area. There is a need for distributive education yet again, a lack of funding makes it an impossibility to undertake.

The vocational education courses offered at present include four classes in introduction ot vocational education in the areas of Home Economics (Home Economics I and II), shop (Woods I and II, woodturning), drafting, and business (Typing I and II, shorthand, and bookkeeping). Agri-business is not offered due to space limitations; however, if adequate space is provided, it will be offered for the coming school year.

Upon completion of the new school, vocational education curriculum will reflect the expressed interests of the students. A Vo-Tech Complex will house the facilities for vocational, industrial, and technical training in the school. The complex will house a comprehensive shop with laboratory space for wood, metals, plastics, electricity and electronics and auto and power mechanics learning and an agricultural laboratory for agricultural vocational learning. Included in the curriculum will also be driver education, mechanical drawing and architectural drawing.

The complex will house teacher offices, and independent study foyer and a satellite library. Twenty-seven per cent of the 1975 graduating are presently attending a vocational school.

The above-mentioned plans are long-range and when we are using the new school facilities, the curriculum for vocational education will be expanded; however, we need to implement at least part of the curriculum now.

It is hoped that with the implementation of good vocational education curriculum, we will be able to meet our objectives and responsibilities to the student. The student will secure a background of educational experiences and learning that will enable the pursuit of further education. One specific goal is the developing of skills so that the individual can be employable in any situation, whether he is on or off the reservation.

The members of the Tribe are people of the land and as was pointed out earlier, ranching and farming is the major industry yet there is nothing in the schools on the reservation relating to this industry, let alone preparing the student who is a potential farmer or rancher.

EMPLOYMENT ASSISTANCE

To promote vocational education, the Employment Assistance staff visits all of the schools on the reservation to acquaint them to the function of the employment assistance office and to inform them of vocational schools and training available to them. They also inform the students of all of the services available to them if they decide to continue their education under the employment assistance program.

Initially, the students try college for one year, become dissatified and drop out. They approach employment assistance with the desire to seek specialized schooling.

Those leaving the reservation for training have relocated to cities but the majority have relocated to the United Tribes Employment Training Center (UTECT). A substantial number of students are attending the Standing Rock Community College.

Under the auspices of the tribe with money provided by the Bureau of Indian Affairs, the Farm and Ranch Program has been implemented. This program is fairly new to the reservation. Employment Assistance pays the tuition and a stipend to those enrolled. Admission to this program requires that the person be a farmer or rancher or a potential farmer or rancher. The instruction includes new methods of farming and ranching with a course in welding to enable the operators to repair their own machinery.

The Employment Assistance Program an On-The-Job training (OJT) with the Standing Rock Housing Corporation in McLaughlin.

Employment Assistance—Breakdown of Applicants: 2, Cleveland; 1, Chicago; 4, Dallas; 5, Denver; 6, Oakland; 4, Los Angeles; 42, UTECT; 10, SIPI; 3, Aberdeen (School of Commerce); 13, Cheyenne River (Springfield, Rapid

City) ; 1, Fort Berthold; 3, Fort Totten; 6, Sisseton (State School of Science at Wakpala, S.D.) ; 1, Turtle Mountain (Minot State) ; 22, Standing Rock Community College (SRCC) ; 3, Minneapolis (Nursing School) ; 126, Total.

If the applicant returns to the reservation without completing his training and seek services from Employment Assistance, there is a six month waiting period before he can re-apply. The applicant is entitled to three services from either Employment Assistance or Direct Employment after which he is deemed no longer eligible to participate in these programs.

Direct Employment—to participate, applicant must be gainfully employed (perferably for an extended period of time) either in a city or within the Aberdeen area. Moving expenses (rent, food, etc.) are provided for one month.

Husband and wife are both encouraged to go to school. Housing and babysitting services are supplied. (Day care Centers or nurseries are utilized).

Mr. PRESSLER. At this time we will begin panel No. 5, special needs, adult education, corrections.

We have been told up here to speak a little louder so that applies to panelists, too. Try to talk as loudly as you can so people in the rear of the room can hear. I am probably guilty myself of not speaking loud enough.

I am going to call on the chairman, Fran Schoenfelder, chairman and vocational programs director, State Training School at Plankinton, to introduce the members of the panel and give the brief summary statement of introduction.

PANEL NO. 5—SPECIAL NEEDS—ADULT EDUCATION CORRECTIONS: FRAN SCHOENFELDER, VOCATIONAL PROGRAMS DIRECTOR, STATE TRAINING SCHOOL, PLANKINTON, S. DAK.; DEAN HINDERS, DIRECTOR OF EDUCATION, SOUTH DAKOTA STATE PENITENTIARY; RON ANDERSON, INSTRUCTOR, OCCUPATIONAL DEVELOPMENT, WASHINGTON HIGH SCHOOL; CLAYTON CARLSON, DIRECTOR, CAREER EDUCATION PROJECT, LAKE AREA VOC-TECH SCHOOL; RAY OLSON, PRINCIPAL, SOUTH DAKOTA SCHOOL FOR THE DEAF; JAMES DOOLITTLE, DIRECTOR, NORTHWESTERN AREA MULTI-DISTRICT; AND EUNICE HOVLAND, INDIVIDUALIZED LEARNING CENTER, SIOUX FALLS, S. DAK.

Mr. SCHOENFELDER. I am Fran Schoenfelder, South Dakota Training School. I would like to have the panel members introduce themselves.

Mr. HINDERS. Dean Hinders, programs administrator, South Dakota State Penitentiary.

Mr. ANDERSON. Ron Anderson, coordinator for occupational development, Washington Senior High School.

Mr. CARLSON. Clayton Carlson, Watertown, career education, adult education.

Mr. OLSON. Ray Olson, principal, South Dakota School for the Deaf.

Mr. DOOLITTLE. Jim Doolittle, Northwestern Area Multi-District, postsecondary and adult vocational ed.

Ms. HOVLAND. Eunice Hovland, adult basic education, Individualized Learning Center, Sioux Falls.

STATEMENT OF FRAN SCHOENFELDER, VOCATIONAL PROGRAMS DIRECTOR, STATE TRAINING SCHOOL, PLANKINGTON, S. DAK.

Mr. SCHOENFELDER. Members of the committee, as mentioned this panel is entitled Special Needs—Adult Education—Corrections. In a brief overview I would like to mention that members of this panel are directly involved in various special need areas.

Rather than providing direct testimony on my part, I would like to make note that we have various funds and sections that have been referred to today being utilized by members of this panel.

That would include 102-B, part A, being used at the correctional facilities. We have disadvantaged, handicapped funds programs here in Sioux Falls and at the South Dakota School for the Deaf.

Also has been mentioned the set-aside funds and Ray has mentioned that he is quite familiar with what we are talking about there.

Exemplary funds in carrer education programs, multi-district mobile unit concept and adult education, and a little latter I would like to request direct questions to those panel members and have them tell you what they're doing.

Briefly, at the South Dakota Training School, I would like to just give you a short review of what we are doing there. Our program is funded out of 1.2-B, part A, funding. We are the correctional institution for the State of South Dakota, juvenile correctional institution.

At the present we have about 110 students, 90 male and 20 female, so we are a co-ed institution and have to meet those needs.

Our median age would be approximately 16, which would place those students at perhaps the 10.5 grade level. We pre and post test our students to get an idea of chronological placement, or grade placement, rather, and in mathematics they test out better than four grades below level, the reading three, so we feel we have a special need program, or a reason for it.

Within the last year and a half we were able to add on four vocational education programs, long overdue. We did have an accredited high school. We had a fairly new, innovative treatment program, but we needed something else and that we were able to gain here in the last year and a half.

At the present time, with the over-all treatment program, we are finding that we can gain approximately 3 months with the advancement on the test placement scores for every month of stay at the institution.

Now, I only use that to present data on the fact that we do have special needs and our students are below normal placement, but it is not because they are not capable. They need additional skill area training, additional emphasis in the school classroom for various reasons. They have been somewhat behind but we are finding that they are quite capable. What they needed was the opportunities.

The vocational-technical programs have provided them with a new opportunity to really do some things that they have been missing out on.

We do not have a lot of cold data to show the progress being made but I think the thing that we are quite aware of is the pride and the attitude of the student body. It doesn't make much difference if that student is building a garage or making a floral boquet for his mother, the pride and the attitude is pretty obvious.

We do have a couple of things about our program that are unique, and I would like to bring that to your attention.

First of all, these vocational education programs are on a voluntary basis, and since bringing them into our institution they have been received by 98 percent of the student body. As I say, on a voluntary basis, they are not forced into the program, but 98 percent of our students do enroll in those programs.

Another unique quality of what we are doing, we feel, is that we have public school students being bused into our institution. We think this is very unique across the country. At the present time we have 50 juniors and seniors from two area public schools who are bused in on a contractual basis, and they participate with our institutionalized students.

In the last 6 months we have been able to integrate some of these classes and so far the problems have been very minimal.

Being a fairly new program, I don't know if we have any direct request as far as new needs, but the one request we would like to make is don't back out of it. We definitely need continued support, and we feel that we have a special need for it.

We have capable students who, for some reason, didn't take advantage of a previous opportunity. This is their last chance in a controlled educational setting to get back into the competitive world of work. This is one thing we are trying to fulfill.

Thank you.

Mr. **Pressler.** Good.

Al, do you have any questions to start?

Mr. **Quie.** Just a quick overview on this. What kind of Federal funding is available to your school? Do you get title I, Elementary and Secondary Act?

Mr. **Schoenfelder.** At the present time we are receiving some title I funds and vocational education funds. That would be it.

Mr. **Quie.** How about manpower training funds?

Mr. **Schoenfelder.** No.

Mr. **Quie.** Do you ever get any MDTA money, or have you in the past?

Mr. **Schoenfelder.** Not that I am aware of, no.

Mr. **Quie.** What is the amount per student that you receive of Federal money?

Mr. **Schoenfelder.** Per student or——

Mr. **Quie.** You get it off the top of title I.

Mr. **Schoenfelder.** I would just make a—you are talking about all Federal funds, vocational and——

Mr. **Quie.** You said those two are the two programs.

Mr. **Schoenfelder.** Right.

Mr. **Quie.** Do you have anyway you can tell?

Mr. **Schoenfelder.** It would be approximately $150,000.

Mr. **Quie.** Per student?

Mr. **Schoenfelder.** Per student? We see approximately 250 students each year, committed to the institution. I am not sure what that would figure out to.

Mr. Quie. Under the formula you get 40 percent of the average public school expenditure for each one in title I, don't you?

Mr. Schoenfelder. I am not working very closely in that area but I can certainly get an answer to you in the next couple of days.

Mr. Quie. I was wondering, what is the average expenditure for public schools in the State here?

Mr. Oleson. It is pretty close to $900.

Mr. Quie. You get something like $500 or $600 per pupil?

Mr. Shoenfelder. I don't know.

Mr. Quie. After you put this program of vocationalized education into effect, have you had any comparison with before those programs were operating in terms of recidivism, those who had trouble with the law afterwards?

Mr. Schoenfelder. No. Our returning rate hasn't changed much. We are presently at about 18 percent, which is far below average throughout the Nation. It certainly hasn't gone up.

Mr. Quie. That is 18 percent returning to your institution?

Mr. Schoenfelder. Right.

Mr. Quie. How about graduating to some more advanced correctional institution?

Mr. Schoenfelder. We don't have any record of that.

Mr. Hinders. I have some specific things on recidivism in my report that would speak for more additional funds in vocational education in the correctional setting.

We looked specifically at those that completed vocational training in the institution at the State penitentiary and we found that covering from 1969 through 1975, we had 91 percent of the people staying out who completed vocational training. If you compare that to our local recidivism rate in the mid 1930's of those who are coming back to our institution, and certainly on a national level it is much higher than that, I think it speaks very favorably for vocational education.

Mr. Pressler. I can't find my old schoolmate, Ray Olson.

Mr. Olson. I don't have the testimony there right now.

Mr. Pressler. I was wondering, what kind of matching funding do you have for the school for the deaf?

Mr. Olson. We have several different areas. There are some matching funds for vocational education in the graphic arts area right now. That has been in operation for quite a few years.

Mr. Pressler. Is that State or Federal?

Mr. Olson. It is Federal matching, the way I understand it. We have had that, that has been in operation for quite a while.

We also have occupational skills class that we have developed here in the last year and we are having that funded this year under the same type of funds.

Last year, we did some work on career education for the total school. We recognized the need because when students are leaving our school, they did not have as many, or a good idea, or an awareness of what was happening in the world of work, what occupations were available.

We aimed at that through our career ed, and we developed a curriculum guide this past year to be used from K through 12 so that these students would be better prepared to know what is available to them.

We utilize the regional programs instead of a program within the State because of the uniqueness of communications. TVI. I think Representative Quie can talk about that. TVI. the St. Paul technical Vocational school, is where our students go, or a good share of them go, on graduation from school. We would like to see that keep on.

We see that they provide some of the services that are related to the needs of the particular individual, the deaf person, in communication services, counseling, and related areas.

Mr. **Pressler**. Do you do a followup? This is one thing that I am very strong on. It seems that in education we have very weak followup figures about what kind of jobs people get. Where they are in 3 years, 5 years? I don't think we could create a great volume of statistics, but how do you do followup?

Mr. **Olson**. It is not formally done. I will be the first to admit that. We are small enough that we can pretty well keep track of where these students are. They do come back to let us know what they are doing, where they are. I think the last statistic we had we had 39 percent that have gone on to higher education or some program. At least they have started a program.

We see the big problem as the acceptance, when they are finished with training, of coming back into the home community of the State of South Dakota. The followup for placement and the public awareness of the abilities of that person is not available to the employer. He does not understand that the deaf person has the skills and they are more conscious of the communication factor than the skills of the individual. I think this is one of the things we really face.

Followup in the last 10 years, we have only had about 75 to 80 people graduate from our school. I think I can supply this information, where they are now.

That is what prompted our career education program, is the choices they had. We had vocational education there as printing, cabinetmaking, some home economics and in the commercial area. This is about all they had available to them. Their choices were limited.

With career education we hope we can fill that void with on-the-job training, this occupational skills class, things like this which will help out for us.

Mr. **Pressler**. How does the program in South Dakota compare to other States? If you are a person who attends the school for the deaf are there distinct differences, are our programs here adequate?

Mr. **Olson**. Adequate, our numbers are different from other States so it makes it a little bit different because other States have more opportunity to provide a program closer to the home location and the family. They have local and day school programs. We are residential here in South Dakota except for two programs that have started up now in the preschool and elementary level to try to provide something in the State of South Dakota.

Because of our population with only the 665,000 people here in this large geographic area, you don't find the numbers of deaf persons to warrant a full-blown program.

My feeling is that we have to have the related services and the communication services for the deaf person. Like the sign language right now, we have a communicative services program just adopted in South Dakota now so that deaf persons have the opportunity to communicate in meetings and conferences such as we have right here today. This is going to help our placement, also, when we get more interpreters trained so that the deaf person has the opportunity.

Mr. **Pressler.** I might explain that we are going to keep the hearings running through the lunch hour. Some of my colleagues are having a sandwich outside.

I want to direct a question toward Ms. Hovland. Would you tell us about your program in terms of the kind of matching funds in the individualized learning center?

Ms. **Hovland.** We are fortunate in our program in that we are cross funded. We do have the Adult Education Act and we have Vocational Education, and then local funds.

Mr. **Pressler.** And are there areas that this Federal committee should be aware of, in which you feel there is a need for more Federal leadership or direction?

Ms. **Hovland.** There are others today who have spoken to the issue of the basic skill needs in the areas of reading, listening, writing, computation and so forth. Of course, we feel this need greatly.

Each year it seems that there are more and more people who are coming to our center and needing help. We are flexible. We are open days and we are open evenings.

I do feel that we also need to stress some of the social aspects, the economic factors, such as consumer education, personal habits, and all of the various things that might help a person become more employable.

Mr. **Pressler.** I notice on page 4 of your testimony you say that our educational system has developed a technology which today has little sympathy with those who lack competitive skills. I certainly agree that that has been true even before our present technology was developed.

It seems that in your area in particular, I think a greater investment should be made because we get back our tax dollars in that area. I think we should make people able to do things and have a job and make a contribution to society.

Those are the extent of my questions to this panel. Bob, do you have some questions?

Mr. **Andringa.** I wonder, speaking for adult learners, whether any of you could make some generalizations about their interest in participating in certain levels of education, whether it be a program sponsored by a local school or whether there is more attraction to something that is sponsored by a college. Also, what are some of the dynamics of interspersing both the traditional high school-age student with the adult learner? Are there any important educational advantages and are there also some disincentives or problems?

Ms. **Hovland.** I might say this. It has been our experience that many of the people who come to us with special needs seem to feel comfortable with the public school setting and are very hesitant to go to a college-type campus. It is more threatening, evidently.

Mr. **Pressler.** Yes.

Mr. **Anderson.** Congressman Pressler, I would like to see some little paragraphs in a law, something similar to the bill that I believe you and I had a considerable amount of correspondence regarding, S. 6 and H.R. 6, the right to protection, and that is on page 3 of my testimony. There should be provisions to insure safeguards and decisions regarding identification, evaluation, placement of handicapped persons, particularly; procedural protections to insure that persons are able to participate in vocational education programs to the maximum extent.

My concern is that there are some problems that do now exist with, particularly with, a person who is physical in his handicap, is not able to participate in the vocational education programs that exist today.

In South Dakota, for example, part of the problem is the architectural barriers and the architectural design of the buildings perhaps do not allow fluid movement within the building itself.

I would hope that this act would include statements to the effect that it would be modifying and making buildings accessible to and usable by the handicapped. It is important, I think, that those rights are protected.

I think to that extent they should have, their requirement should be at least as restrictive as possible.

Mr. **Pressler**. That certainly is a good point.

I have appreciated your correspondence.

Incidentally, for those who don't know, Ron was the outstanding handicapped person of the year, vocational teacher, and I really appreciate that thought. I can assure you that building thing will be in the bill. I think it is very important.

Yes, Ray.

Mr. **Olson**. I think I can relate to Ron's situation somewhat from the view of the deaf person, too. Thinking about the communication, that is probably why many of the deaf have not utilized programs that are available in the community.

We are trying to get to that point now with the communicative services so that deaf persons have someone in these programs who can interpret the classes for them and provide the related courses or related materials to them, counseling and so forth.

One area, for example, some of our deaf adults are caught in right now, and that is the retraining. They're caught in the automation, you might say, with the changes. Printing has been a big wide field for the deaf in the past. Printing has changed so vastly in the last few years that they are getting caught in this retraining process.

Places are changing over to different methods of graphic arts and now they, because of their incomes, aren't able to get the interpreting services for them but yet they know through the writings on the wall they will have to have this retraining in order to stay in their business. They will get caught with tuition and also with interpretive services.

This is a concern, I think, many of the deaf have expressed to me. It is not only in the printing field. There are other fields like that where automation has taken over and now they must go back and get retrained. They don't find it in their home locations or their places of living right now. They don't like to pick up stakes and leave the country; they want something available near by.

I think providing that has to be personnel that have the communication techniques used for the deaf. For the hard of hearing it is a little easier because of the auditory mechanisms, the hearing aids and auditory trainers, that they have available. For the profoundly deaf this is not entirely true.

This is a void that we feel strongly, plus getting the public to be aware of the capabilities of that deaf person, and not throwing up a wall in communication, the fact that they can't use the telephone and things like this, as an example.

Mr. **Pressler.** Jim Doolittle, you are from up there in Lemmon. That is a sparsely populated area. Do you use a mobile unit in that area?

Mr. **Doolittle.** Yes. We have nine, as was mentioned earlier, nine mobile classrooms. This was funded through part D, purchasing of the equipment, of the act. And, of course, the operation was paid through local moneys that was reimbursable.

Of course I suppose, or, I guess, we support the continued Federal emphasis on at least part of the money being earmarked for experimental programs. We are in the process right now of devising a report that will be disseminated to members of your committee as well as every State in the Union and other people to disseminate the information we have gained that can bring vocational education to rural areas.

We have quite a bit of emphasis on the adult aspect. We have adult education programs, of course, not only related to vocational education but other areas such as basic skills.

During the course of the academic year there is probably close to 10 percent of the adults within this area that participate in some form of adult education that is sponsored through the multidistrict.

Of course, the big problem from our point of view is the limited numbers. It costs more to educate children as well as adults in rural areas. Our per pupil cost in some of our school districts, just for elementary and secondary education, runs as high as twice that of the State average. Of course, vocational education costs more.

As far as adult education in vocational, I am sure—of course, our area is almost completely all agricultural, farmers and ranchers, and there is a great need, especially in the area of vocational agriculture, to bring about an upgrading of skills or provide supplementary skills for these adults.

We support continued emphasis on this from home, too.

Mr. **Pressler.** That concludes my line of questions. Do any of you have anything that you wish to add?

Mr. **Hinders.** Mr. Congressman, I would like to moderate Ron's view just a bit on the regulation for specific groups that may not fit all of the needs in the hearing. When you tie specific regulations to Federal funds, it sometimes causes a problem.

As was asked earlier, whether the corrections area had used MDTA funds, we did not specifically because of some of the Federal regulations on it that we felt would cause us more problems in the internal operations of the institution by forcing us to pay above the level of what we were doing within the area, we felt we had to keep the total population, both clients and staff, somewhat in balance. We felt the regulation in some of the areas would be a handicap to South Dakota, at least in our situation.

Mr. **Pressler.** Does anyone have anything further?

Mr. **Jennings.** No, sir.

Mr. **Quie.** No.

Mr. **Pressler.** I certainly want to thank the panel. We have your written testimony. We thank you very much for taking the time and the effort to come. Some of you have come a great distance, and we thank you very much.

[The statements in connection with the presentation of panel No. 5 follow:]

PREPARED STATEMENT OF FRAN SCHOENFELDER, VOCATIONAL EDUCATION DIRECTOR, STATE TRAINING SCHOOL

As a ten-year member of the staff of the South Dakota Training School, I am honored to present the following data on the progress of the state's juvenile correctional facility. This institution is a co-ed facility established for the purpose of rehabilitating youthful offenders of the state of South Dakota. All students at the institution are adjudicated delinquents through the courts of the state. The students vary in age from 13 to 18 years of age, with the medium age being approximately 16 years old. This institution is situated near the community of Plankinton and has as of recent had an average co-ed population of 110 students, with the population composed of an average of 90 male and 20 female students.

The primary rehabilitative program is a Positive Peer Culture Treatment Program with strong emphasis on student involvement with helping other students. The positive student involvement remains a strong source of pride and success in the lives of student and staff alike.

In August of 1974, the training school (with the tremendous assistance of the South Dakota Division of Vocation Education) had the opportunity to establish three vocational training programs. These three initial programs consisted of vocational training in Business and Office Education, Auto Mechanics and Small Engine Repair, and Occupational Home Economics. Since the hectic first year development and success of these programs, we have more recently been able to develop additional programs in Building Trades and Horticulture.

These programs have been met with outstanding enthusiasm by the students of the training school. Since introduction of the programs to the institution, they have a 98% voluntary enrollment from the student body. The addition of the vocational programs is proving to be a welcome complement to a well rounded academic program which already existed at the school. These vocational classes meet every week day with three different sessions, each being two hours in length. Our classes have each been programmed with a maximum of twenty students per class.

Perhaps what makes these programs most unique is the fact that area public school students are bussed to the institution each day to participate in these vocational classes, this arrangement was encouraged upon the request of two near-by public schools. The initial year produced 47 public school juniors and seniors who chose to enroll in the offered vocation classes, and has been expanded to a total of 50 enrollees this year. The first year public school involvement showed a fairly even balance of enrollment in the three original programs; and this second year has provided the opportunity for the students to become more specialized in their chosen skill area. The additional programs have also provided us with the opportunity to integrate some of our classes with public school and institutionalized students in the same classroom. After six months of integration it appears that this situation has been quite satisfactory, with minimal difficulties. The public schools have participated in these programs on a contractual basis, and their fees are being used to help defray the expenses of operating the programs.

There appears to be a very strong need to offer vocational training to the students of the South Dakota Training School. Most of our students are committed to the institution with a definite lack of confidence as to their academic and vocational capabilities. For the most part, their educational experiences have left them with a frustrating and distasteful feeling. The average age of our committed students is presently at 16 years of age, which should place them at an average grade placement of 10.5. By using the Wide Range Achievement Test (which provides us with a grade placement in both Math and Reading level) we are able to achieve statistical information shortly after commitment and then immediately prior to release. The average student test score is presently at 4 years 3 months below his chronological placement in Mathematics and 2 years, 8 months below in Reading grade level. Considering that our students spend an average of 5.5 months at our institution, our increase in grade level placement would indicate an average of 2 years of improvement in that period of time. Statistically this would indicate a test score improvement of 3 months for each month stay at the institution.

This short presentation of statistical data is not intended to necessarily support the treatment program or the outstanding staff at the institution, but rather to indicate the great need for additional realistic skill area training. For various reasons, a very low percentage of our student body has ever, or will ever enroll in a school of higher learning. Consequently if they are to helped in a controlled educational setting, it would have to be while they are enrolled at our institution. Much has been done in recent years to enable the disadvantaged and handicapped to have the opportunity to become contributing members of our society. No one agency has the opportunity to realistically influence the attitudes and capabilities of the disadvantaged and handicapped to the extent that Vocational Education does. Vocational education is the key to help unlock the future of so many gloomy life styles.

Statistically I could show additional needs for continued support of vocational education. But, one unmeasureable quantity needs to be addressed; and that would be the attitude of our student body. With their newly acquired skills, it is pretty obvious that the students take a great deal of pride in their realistic application. Whether that application should be a completed engine tune up, a printed publication, ginger bread cake for the students noon meal, a neat looking campus storage shed, or a floral arrangement for their mother; it doesn't deter the students' enthusiasm. It is encouraging to see the increased number of students who actively pursue seeking gainful employment in the work area of their choice.

Prior to obtaining the before mentioned vocational education areas, the State Training School was able to obtain permission to offer a GED diploma. With the addition of these programs, the institution has been able to offer additional opportunities to what may have appeared to be a dead-end life style for the student.

Hopefully, this presentation offers a little insight into what is happening in special need area in our state of South Dakota. Members of this panel will indeed be able to offer more information as to what their needs are; whether it be in local community involvement programs, pre-delinquent programs, other juvenile rehabilitative programs, or treatment programs for the adult offender.

In summary, I'm sure I speak for all members of the panel, in that we feel a strong need for continued support of our vocational education programs, and wish to express our "Thanks" to all the people who sacrifice so much and work so hard to contribute to a brighter future for those not so fortunate.

Prepared Statement of Dean Hinder, Programs Administrator, South Dakota State Penitentiary

Corrections today is involved with protection of society and redirection of clients.

Prisons are expensive to operate because of the total cost of room, board and security that must be provided. Courts have mandated that we must provide an adequate level of these services. Yet, redirection involves self-concept and the ability to get and keep a job. Without redirection the cost of room, board and security will be repeated many times.

The South Dakota State Penitentiary feels that treatment is the provision of as much support for growth of the client as permitted by the structure of security requirements of the facility. Whereas the self-concept and ability to succeed is raised as skills increase, it is our responsibility to increase motivation and assist in the acquisition of these skills.

We believe that many of the inmates incarcerated at our institution are disadvantaged in one or more ways. One of the disadvantages most incarcerated individual suffer from is a lack of a salable skill.

We believe that society expects each individual to earn his own living upon being released from this institution. We believe it is our responsibility to help devlop marketable skills within the individual that will meet the needs of society today and in the future.

We believe that in order to function successfully in society an individual must possess additional social skills such as positive work attitudes, decision making capabilities, social and civic responsbilites, self-fulfillment and employability skills.

We believe that each individual's capabilities can be best developed through a strong, sound, realistic and up-to-date vocational education program. This program must be carried out by a competent and dedicated staff, qualified in the various trade and subject areas with his client in mind at all times.

The ultimate of any program within the walls of an institution is the effect that it has on an individual as the person leaves to become a part of the free society. Hopefully, the individual will be a productive, tax-paying part of the solution instead of a law-breaking part of the problem. It has been stated that the first six months a man is free will determine whether he will succeed. If the person is to do it legally one must have a sound means of support, a job.

The following statistics about the men that have completed vocational training within the walls, indicate that there is a strong link between vocational training, and ability to handle the challenge of the free society in today's job market.

Recidivism

	Percent
Auto mechanics	4.7
Small engines	10.7
Welding	8.0
Body shop	4.5
Upholstery	22.2
Total	8.2

Over 91% of the inmates released in a period of five years, have stayed out. Considering those that worked in their trained vocation, 97% stayed out! While we are expending the amounts for room, board and security, as dictated by the courts, let us spend the money to develop the skills to prevent recidivism. A major portion of this amount must be for development of vocational: awareness, exploration, skill preparation, placement and followup.

PREPARED STATEMENT OF RON ANDERSON, INSTRUCTOR, OCCUPATIONAL DEVELOPMENT, WASHINGTON HIGH SCHOOL

Vocational Education Act—1968 Amendments (P.L. 90-576) ". . . that persons of all ages in all communities of the states—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools—will have ready access to vocational training or retraining . . ."

The focus today is on the special needs for handicapped persons in vocational education. It is appropriate to focus on two words contained in the previous statement. The words "ready access" couples with persons who have special educational handicaps present our state and local educational institutions and personnel with many and varied problems. Within the time that follows an attempt will be made to give some idea of the special need problems in vocational education.

The first and perhaps the largest of all the problems is the lack of funding needed to implement and provide the type of vocational program needed for handicapped persons. There will be students who will always require a modified vocational education program to meet specific educational needs.

There is and continually will be a need for more trained personnel in order to provide the necessary educational opportunity through a vocational education program. Vocational and special educators must enter into a solid partnership so they can collectively provide for the special needs of handicapped vocational students. It is important to note that not only are teachers needed but school psychologists, school counselors, and medical personnel are also very important.

Range of course selection sometimes is limited. It is extremely important to make every effort to provide courses that are both useful and saleable.

Students will need skills which allow them to function in the work a day world. Skills such as punctuality, initiative, dependability, are all important in planning for a career.

Architectural or environmental modification are extremely important for the physically handicapped persons who choose to take vocational training. Many buildings which house vocational training programs architecturally and environmentally prohibit a physically handicapped student from participating in the much needed vocational programs.

There must be an advisory council with at least two members who have the knowledge, experience, or qualifications with respect to the needs of handicapped persons who be ready to voice those particular needs.

There is a need for placement services for the employment of the handicapped person who has been trained in a vocational program.

RECOMMENDATIONS

More funding is clearly needed. Perhaps funding should be a full partnership of the state and federal governments. Matching funds on a 50/50 basis should be provided.

If the previously mentioned funding formula is not possible, a percentage of the funds should be set aside for special need categories. Along with this type of funding a comprehensive plan should be prepared delineating where the funds are being spent along with the number of students being served.

Assure that every handicapped person has the same right to vocational education as does a person who is not handicapped.

There must be provisions to insure the safeguards in decisions with regard to identification, evaluation, and placement of handicapped persons.

There must also be procedural protection to insure that handicapped persons are able to participate in vocational educational programs to the maximum extent possible and that these persons will receive their education in the least restrictive environment.

Protection must be insured to guarantee that evaluation and testing instruments are not used to deny the right to vocational education.

College and universities should be strongly urged to prepare future teachers for the mainstreaming of handicapped person in vocational classes. We have many times the educators attitude and teaching techniques have had a direct bearing on the success or failure of the handicapped student.

Programming in vocational education for handicapped children is critical. It is important that we begin this education in the primary grades and see what it continues throughout the handicapped child's school years. A delivery of vocational education services for the person must range from a primary to a post-secondary continuum.

In order to promote the integration of the handicapped in vocational program elimination of architectural barriers is imperative. Architectural barriers discriminate to the maximum degree. Provisions must also be made to adapt and modify machinery as necessary.

In summary, many handicapped persons have the colleges and universities for training for their future employment. Many handicapped persons cannot attend a college or a university and many for whatever reason will choose not to. It is important then that all handicapped persons are provided for and assured their right to attend vocational training programs. The schools must given handicapped persons the best opportunity for vocational training. In the end when handicapped persons enter the labor market, their training in vocational programs or their lack of it can mean a life of success or failure, their opportunity can mean a life of independent living or dependency. It is our responsibility.

PREPARED STATEMENT OF CLAYTON D. CARLSON, DIRECTOR, CAREER EDUCATION AND CONTINUING EDUCATION, WATERTOWN PUBLIC SCHOOLS, WATERTOWN, S. DAK.

This Report specifically addresses itself to the Part D funding of Public Law 90-576, and to the Adult Education funds from Vocational Education. Generally this report speaks to the changes that have occurred in people.

CAREER EDUCATION PART D

Schools exist so people may hope for the future. Education is essential if society is to continue. The purpose of school is to prepare people in the basic skills and to make them aware of the social problems facing our nation. The school also should prepare people to enhance their reasoning capacity and their decision making ability. Helping young people prepare for a vocation so that each individual can reach his goal and become a self-sustaining, self-sufficient citizen is the emphasis of Career Education.

Through the Career Education project teachers have developed and tested units of study for their respective classrooms. Administrators have become aware of the responsibilities of implementary and maintaining the Career Education activities in their school district. Community resource people are used to supplement occupational information. The consideration of using the community as the total classroom is an important concept. Counselors have been furnished with tools to aid them in the process. Exploring the various options available to students is an outgrowth of their project. Colleges, Vocational Schools, Civil Service, the Military Services, the Bureau of Apprenticeship and Training, and local employment opportunities comprise the format for this program:

Generally the pattern of Career Education is an follows: "Awareness of occupations and the teaching of respect for all occupations on the K-6 level are suggested. Field trips, extensive application of practical everyday life situations, and the ability to relate the K-6 educational program to future occupations must be stressed. The need for basic applications of elementary learning as applied to life situations makes education more important to the student.

"Exploratory programs in grades 7, 8, and 9 are needed, as is a curriculum that is flexible so that students who possess special talents can develop them. A wide variety of experience in all fields is vital for students to recognize their own skills.

"Basic skill training and exploration is needed during high school. During this period students will be able to recognize their capabilities and needs and develop them. This type of program demands a revision of our thinking as to required subject matter.

"The post-high school programs must be adaptable for continuous education and retraining. Recycling of human resources is as important as the recycling of all other resources. We are engaged in a program that is a challenge."

Federal funds have stimulated activity in many districts in the State of South Dakota. Aberdeen, Sioux Falls, Springfield, Rapid City, in addition to the projects in Watertown have all provided classroom activities for young people in their communities. The guidance programs in the majority of schools in this State have been affected by Career Education funds.

Continued support of these activifies is urged, because the benefits being provided to young people are great.

ADULT EDUCATION

The concept of Adult Education has existed ever since people began to live in any form of community.

The Greeks and Romans were the first to make pronouncements comparable to the basic concept on which we are currently building programs and procedures. Plato expressed a desire to improve existing conditions in the community and said that education should operate throughout one's lifetime.

The public school is owned by the community. The school should serve as the focal point of leadership and education in the community.

Vocational funding for adults is providing ways in which people may "retool" and qualify for new jobs or for upgrading in the jobs they presently hold.

Programs for adults can aid people in poverty circumstances to gain upward mobility. Programs that meet the needs of a community can improve the economy of the area that it serves.

Adult programs help people to cope with the changes in society and in the changing job market.

Funding for adult programs should pay huge dividends in the years to come.

PREPARED STATEMENT OF JAMES L. DOOLITTLE, DIRECTOR, NORTHWEST AREA MULTI-DISTRICT

PANEL NUMBER 5—SPECIAL NEEDS, ADULT EDUCATION AND CORRECTIONS

Northwest Area Multi-District consists of eight school districts and approximately 20,000 square miles in the northwest one-fifth of South Dakota. The population of this vast agricultural region is approximately 17,000 people and student high school enrollment 1,300.

Three years ago virtually little or no vocational education existed in the area for high school students or adults. The school districts within the region had been cooperating with some shared services such as special education and adult education since no single school district could afford to provide those services individually. These cooperating school districts recognized the need for providing vocational education to the area secondary students and adults but transporting students to a central vocational center where a variety of vocational offerings could be available was prohibitive due to distances. The idea of taking the vocational training program to the student was conceptualized. The school districts applied for and were awarded the opportunity to "try out" the experiment of utilizing mobile classrooms and moving them periodically from school to school. This would enable secondary students and adults the opportunity to have a variety of vocational-technical training programs from which to choose.

This grant was made possible under Part D, "Exemplary Funds", of the Vocational Education Act as amended.

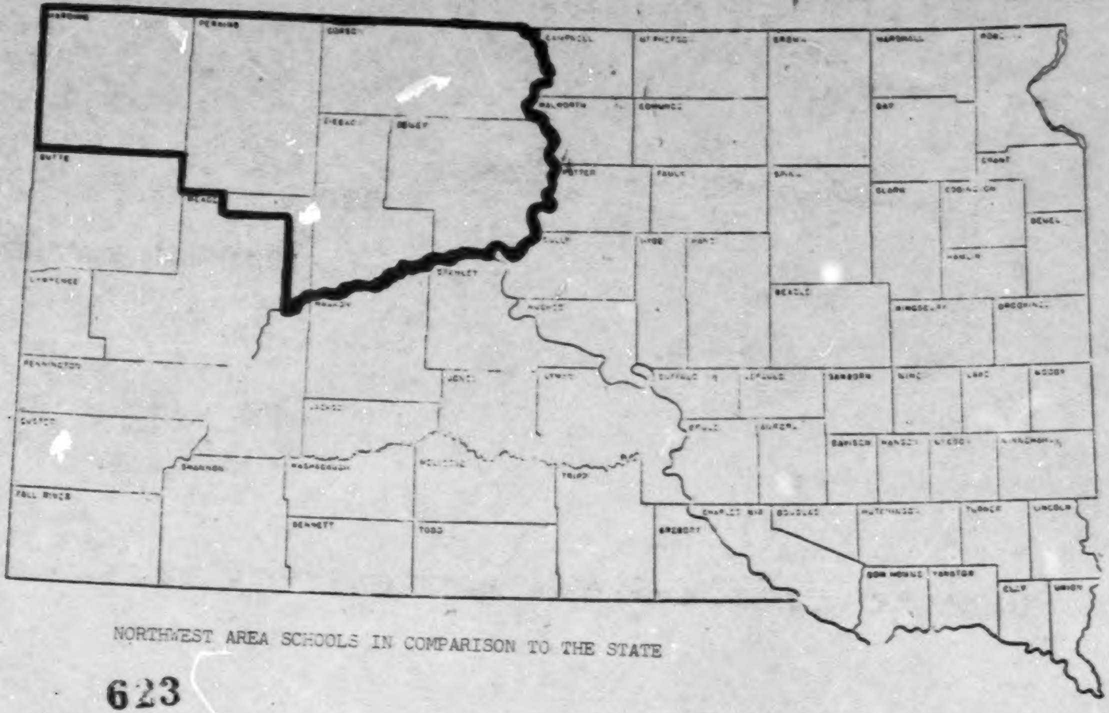
As a result of the three year experimental or exemplary project in which federal dollars enable the purchase of nine (9) mobile classrooms fully equipped, a full range of vocational education opportunities are available to residents of northwestern South Dakota. Without the opportunity to try a "far out" idea, these opportunities would not be available today. Additionally, a successful model has been developed that is available to people throughout the United States that may wish to adopt or adapt the concept of taking the program to the people.

Presently approximately 700 secondary students and 400 adults are enrolled in one of the nine (9) programs each year. The existing programs are: Health Occupations, Auto Mechanics, Building Trades, Agriculture, Quantity Food Preparation, Electricity/Electronics, Distributive Education, and Metals.

I cannot over-emphasize the extreme need for support and continued expansion of vocational education. Also, vocational training is needed throughout the United States in populated areas as well as rural areas. The federal money expended on vocational education has greatly enhanced the development of vocational educational opportunities.

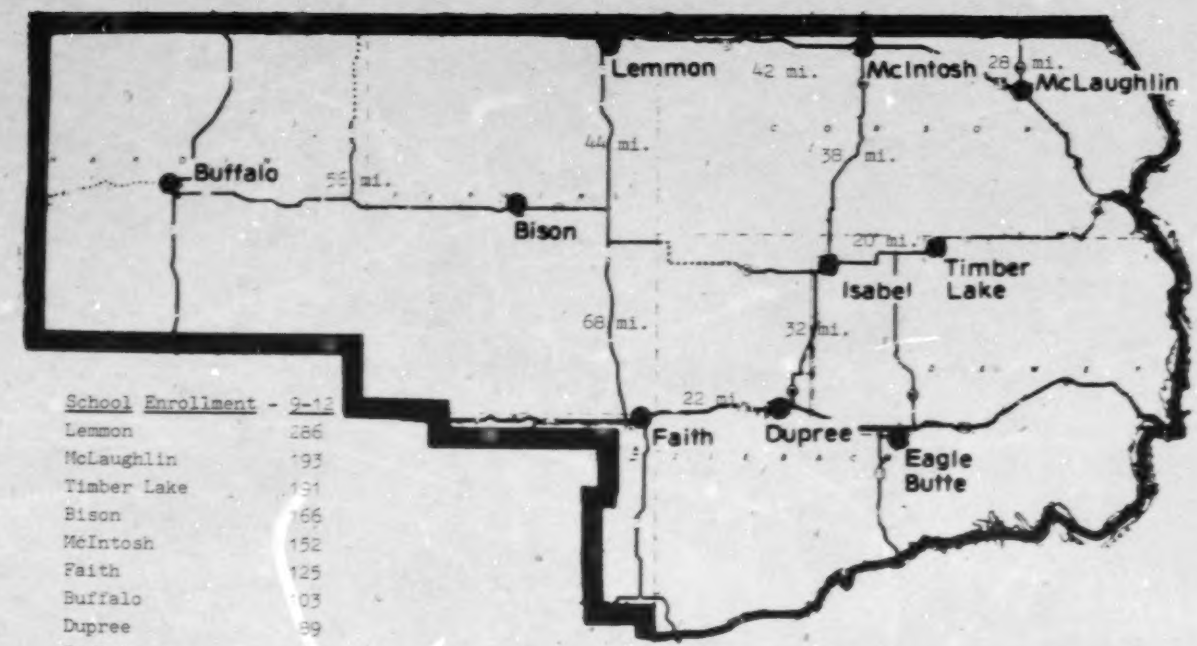
A continuation and expansion of efforts at all governmental levels is needed to prepare people for entering an occupation, to re-train for another occupation, or upgrade skills in an ever-changing industrial society. Employed people is still the best therapy for any nation.

SOUTH DAKOTA


HARDING
PERKINS
CORSON
CAMPBELL
McPHERSON
BROWN
MARSHALL
ROBERTS
WALWORTH
EDMUNDS
DAY
ZIEBACH
DEWEY
BUTTE
MEADE
POTTER
FAULK
SPINK
GRANT
CLARK
CODINGTON
DEUEL
SULLY
HYDE
HAND
HAMLIN
LAWRENCE
STANLEY
HUGHES
BEADLE
KINGSBURY
BROOKINGS
HAAKON
PENNINGTON
JONES
LYMAN
BUFFALO
JERAULD
SANBORN
MINER
LAKE
MOODY
JACKSON
CUSTER
BRULE
AURORA
DAVISON
HANSON
McCOOK
MINNEHAHA
SHANNON
WASHABAUGH
MELLETTE
TRIPP
FALL RIVER
CHARLES MIX
DOUGLAS
HUTCHINSON
TURNER
LINCOLN
BENNETT
TODD
GREGORY
BON HOMME
YANKTON
CLAY
UNION

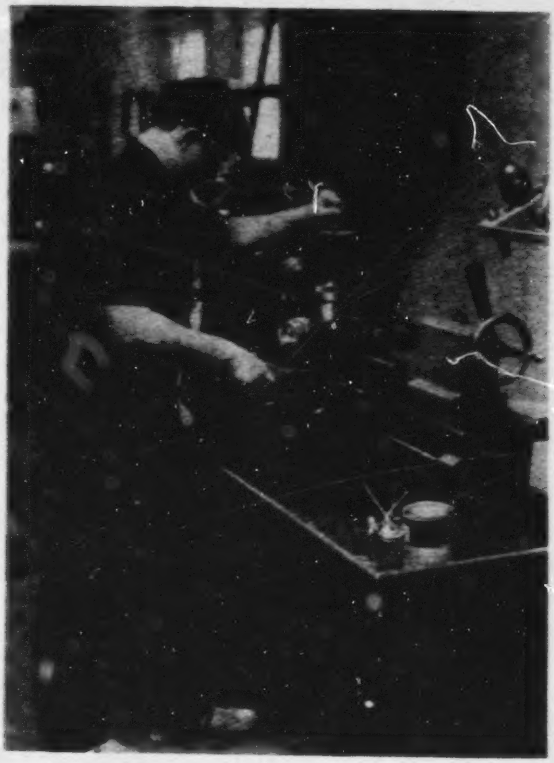
NORTHWEST AREA SCHOOLS IN COMPARISON TO THE STATE

NORTHWEST AREA SCHOOLS


Lemmon
42 mi.
McIntosh
28 mi.
McLaughlin
44 mi.
38 mi.
Buffalo
55 mi.
Bison
20 mi.
Timber Lake
Isabel
68 mi.
32 mi.
22 mi.
Faith
Dupree
Eagle Butte

School Enrollment - 9-12	
Lemmon	286
McLaughlin	193
Timber Lake	191
Bison	166
McIntosh	152
Faith	125
Buffalo	103
Dupree	89
Isabel	58
Total:	1363

SOUTH DAKOTA VOC·ED
VOCATIONAL-TECHNICAL EDUCATION



NORTHWEST AREA SCHOOLS

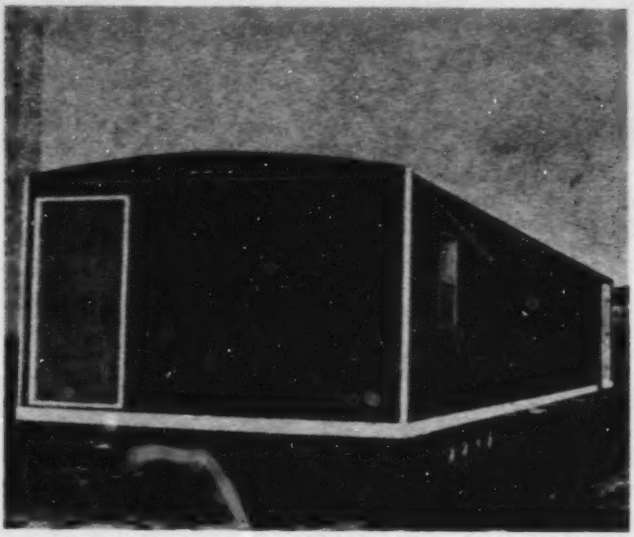
In 1973 E.B. Oleson, Director of South Dakota Vocational-Technical Education, presented the idea for an Occupational-Vocational education program to the eight superintendents from northwestern South Dakota. It was explained that Federal "exemplary money" was available for an experimental project and the purpose of the project would be to introduce occupations and provide skill training in Vocational education to rural area residents. Because of the vastness of the area the vocational services should be delivered to the students.

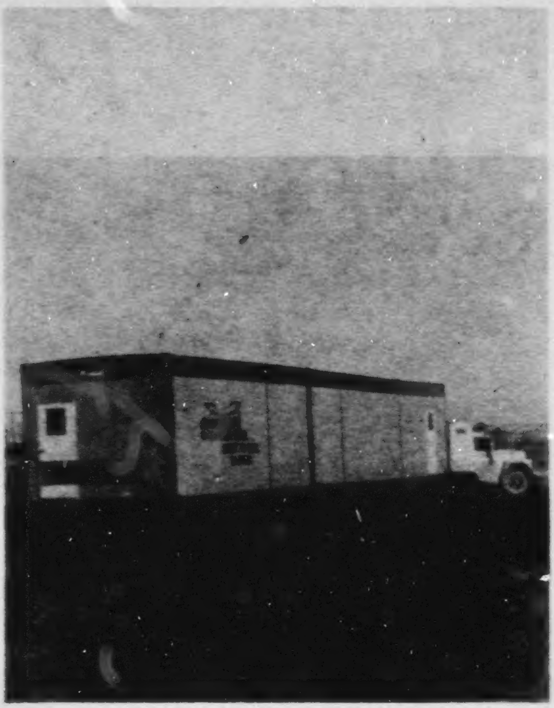
An initial proposal was submitted for 3 mobile-vocational classrooms with future plans for a total of nine mobile units. The first three units were completed and delivered in the fall of 1973 at a cost of approximately $50,000 per unit. In January of 1975 three additional mobile vocational classrooms were implemented into service at a cost reduced to approximately $30,000 per unit. The savings of about $60,000 is attributed to the designing, equipping and curriculum development of the units by the Northwest Area Schools staff. Also, all construction and contracting was completed within the state of South Dakota.

Six curricula are being offered on a rotating basis to the nine schools in the Northwest Area. The curricula are: (1) Building Trades, (2) Quantity Food Preparation, (3) General Metals, (4) Electricity-Electronics, (5) Agricultural Technology and (6) General Mechanics. The three final mobile-vocational units are being planned for implementation in the 1975-76 school year.

Because the Mobile Occupational-Vocational Education program is exemplary (experimental) in South Dakota, it has been a valuable learning experience for all personnel involved. The knowledge and expertise gained in the past years is available to all people interested in implementing a similar program. Detailed information or consultation may be obtained through the Department of Vocational-Technical Education in Pierre or Northwest Area Schools, Box 72, Lemmon, South Dakota.

RESCREEN & SQUARE HALFTONES





Vocational-Technical Education

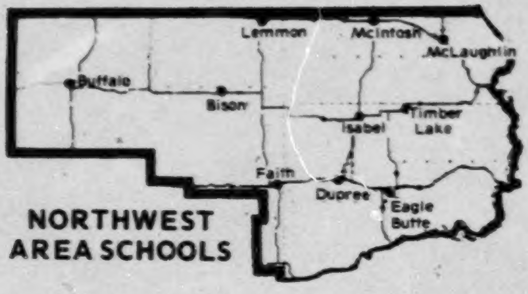
is delivered to the residents of

Northwestern South Dakota

through the use of

Mobile Vocational Classrooms.

71-020 O - 76 - 41


Lemmon
McIntosh
McLaughlin
Buffalo
Bison
Isabel
Timber Lake
Faith
Dupree
Eagle Butte

NORTHWEST AREA SCHOOLS

For Further Information:
Box 72 - Phone 605-374-5278
Lemmon, S.D. 57638

Prepared Statement of Eunice Hovland, Individual Learning Center, Southeast Area Voc-Tech School

I would like to thank the Honorable Congressmen: Mr. Pressler, Mr. Perkins, and Mr. Quie, for providing this opportunity for citizens of South Dakota to express their concerns for vocational education. The long-standing dedication of Representative Perkins and Representative Quie for vocational education is well recognized. We are grateful that our own astute Representative Pressler is a member of the House Education and Labor Committee.

Since South Dakota is a rural state, it depends heavily upon Federal funds for vocational education. South Dakotans as a whole are hard-working people who believe in the work ethic. The people of South Dakota tend to be conservative and are contributing efficiently not only to the agricultural progress and production but also to the numerous small production and fabrication industries of the nation.

Many of the small industrial as well as agricultural enterprises require multi-skilled personnel. The need for opportunities to refresh, up-grade, and broaden skills is a necessity.

Underlying all skill areas are the fundamental needs of reading, writing, speaking, listening, and computing.

One of the basic problems is the assumption that all people have an adequate literacy level based on time spent in a formal school setting. It is often erroneously assumed they have developed the communication and work adjustment skills required for successful job performance. Among the disadvantaged, those attributes are often severely lacking. They may not all be handicapped learners, but individuals whose basic academic skills are inadequate, forgotten, and need refreshing. They may be so-called dropouts or push-outs who never learned to cope with written materials. They could be high school graduates who have limited reading abilities.

The average adult acquires approximately 70% of his knowledge through reading. With technical manuals becoming more complicated, the lack of reading skills is a serious barrier to vocational-technical students.

The student, lacking proficiency in basic academic skills which are necessary for survival and successful job performance, should be evaluated, and a plan should be developed and implemented to remedy these shortcomings.

An occupational exploratory and work adjustment program should be available for all dropout-prone youth and for all adults who need to train or retrain for the world of work. This should be directed toward developing a positive interest, attitude, and motivation for work.

There should be flexibility in serving needs of individuals of all ages who want part-time learning opportunities which will enhance their present occupations or which may lead to new occupational endeavors.

Employees tend to judge the quality of education and training by the behavior and performance which the graduate manifests on the job.

A vocational program is quite restrictive when it develops purely vocational skills and provides little or no emphasis on personal habits, economic, civic, and social responsibilities. Vocational education needs to consider the whole person. Incompatibility, not technical skill, is often a prime reason employees are dismissed or not hired at all. Employers place heavy responsibility on the last school the employee attended regardless of previous inadequacies.

Educational institutions tend to favor the average or more capable student in their desire to provide quality graduates. Schools have numerous devices and activities to screen students in effort to provide employers with quality employees. Instructional staff is often overloaded, (class size), under-equipped, and provided with inadequate facilities due to limited funds.

Those who often suffer the most are the slow-learners, the rebellious, physically-mentally handicapped, incarcerated-paroled, the immigrant, refugees, the elderly, and all of those who do not fit into the institutions' neat, packaged plan.

A short financial base of any public educational and training institution is counter productive to its basic intent or purpose. Education and training carries a high priority in our mind. Is it so in actual practice? Are we unconsciously developing a massive social strata which will in due course of future history rely so heavily upon local, state, and federal subsidy for their basic necessities of life that all will be lost?

Our educational system has developed a technology which today has little sympathy for those who lack competitive skills.

Gentlemen, upon your shoulders heavy responsibilities rest, competition for funds are keen, and priorities are rearranged. An educated, skilled, and enlighted populace will not yield to tyranny; however, an unskilled, uneducated, and hopeless society will.

PREPARED STATEMENT OF HOWARD HOVLAND, SUPERVISOR, COMMUNITY EDUCATIONAL SERVICES, SIOUX FALLS, S. DAK.

Terminal education is a thing of the past and this applies to adults, as well as youth and children. In this rapidly moving society a multitude of laborers, skiled workers, technicians, and well-prepared professional employees find that continuing education (training and retraining) have become a necessity—a way of life. For those who fail to keep in step—insecurity, job-hopping, and unemployment will be a constant sinister threat. For the unskilled, the poverty stricken (those who lack food, clothing, and shelter, and especially those who lack the drive of hope or anticipation), the aged, widows, orphans, and the ever-growng number of welfare recipients, unemployment is their constant companion.

The Adult Evening Programs in South Dakota have been relatively successful. However, since its origin, the nature of these programs are regrettably looked upon as a fringe activity (something nice, but not necessary). In spite of this, adult evening programs have shown considerable growth in course offerings, as well as numbers of participants.

With present conflicts of social unrest, unemployment, technological development, and man's competition with his fellowman, allowances must be made for the part-time learner to continue his/her education through the public schools.

One needs only to look at the multitude of organizations—labor, farm union, churches, non-profit as well as profit enterprises, public and governmental agencies, and a host of others—that are attempting to respond to adult educational needs. Some are to be commended, others ought not to be.

Admittedly with the vexing problems of building, broadening curriculum, mounting instructional cost, bond issues being defeated, and the general austerity in the community, as well as this nation, the position of the Board of Education in these days is not an easy one. However, the Board of Education which holds its responsibilities exclusively for the education of K–12 is failing in its leadership role of providing educational and training opportunities for the tax-paying adult.

Nothing in South Dakota law requires that Boards of Education must provide continuing education for adults, nor is there anything that indicates that it shall not be made available.

On the national scope possibly twenty-five million adults, men and women, participate in various formal programs designed to help them explore the practical, the abstract, as well as leisure time activity. They do so because they recognize that today's economic and cultural trends clearly dictate the need to continue education—to do less is to fall behind.

Continuing education has become a necessity. Most random attempts to educate oneself are inadequate. Few adults can successfully chart their way through the maze of facts, opinions, occupational and social skill training, or make use of "new knowledge" unaided. The vast majority needs the expertise of an organized, sequential learning experience.

To destroy a man, it is only necessary to make his work seem inept and useless. This is also supported by Erich Fromm's statement in his book, *Man For Himself*, "there is no meaning to life except the meaning man gives his life by unfolding of his powers, by living productively." Literature yields evidence that man must continue to learn on a regular basis, or he becomes frustrated and bored with life.

These thoughts support the concept that for adults there must be opportunities for learning, ready and available in each community. As a community becomes more complex and sophisticated, it must also expand the educational opportunities for adults on a part-time basis.

This brings us to the question, "Who provides the vehicle necessary to bring educational opportunities to adults?"

Arguments could place the responsibility on the private individual or corporate enterprises. This would be advantageous if it would succeed; however, the ultimate and final responsibility falls upon the public institution.

Most adult evening programs in South Dakota must be self-supporting. To plan wisely for all adults, a program must consider both the ability and the motivation to pay. A "self-supporting" program cannot possibly provide for the educational needs of all segments of the community. One cannot expect those who are willing and able to pay fees to finance all those who are either unwilling or unable.[1]

Adult education in South Dakota can no longer be offered by local school boards with low priority or leftover funds. It has become a virtual obligation, finding its niche next to permanent programs for the gifted, handicapped, vocational-oriented, and disadvantaged. Few modern-day school boards will dispite that within their community obligations and responsibilities lies some responsibility to provide educational opportunities for all participating citizens.

Strong adult education programs with continuity and broad public acceptance are generally found in communities where Boards of Education provide a line item for adult education in the annual budget. This amount will most frequently fall between one to five percent of the total budget.[2] Obviously state support and law has its influence in this respect.

An important step for any Board of Education to take in behalf of an adult education program which is to meet community needs is to provide for that program in the annual budget. Board support can come in a variety of ways, but financial support is a must.

It is readily acknowledged that should community education be actively supported by local funding and should such support be provided at the expense of K–12, the balance should favor the child; nevertheless, analysis of priorities needs to be weighed carefully and unbiased. As children see their parents participate in learning activities, concepts and behavioral patterns are developed.

On the surface, self-supporting adult activities appear to be well and good or as it should be. The fallacy in this assumption is that only those classes which are self-supporting will be held. Program administrators must to a great extent shy away from such community, civic, cultural classes or programs which will not financially support themselves.

It is generally accepted that those who are educated tend to further their own education. (The opposite is also generally accepted.) Those with little education tend to look upon education as an insignificant need. One may well conclude that unless this trend be reversed to some degree, an educated elite social strata may ultimately develop.

Enrollment in CES classes is not restricted to Sioux Falls residents. At this writing only one fee rate is charged (no residence requirement). Our enrollment includes people from Brandon, Canton, Parker, Humboldt, Hartford, Dell Rapids, etc. (to name a few in the community). We can even claim one person from Watertown.

The problem becomes evident: the Board finds itself in a financial squeeze and more often than not they place Continuing Education for adults at a low priority. This is well understood; state law requirements mandate K–12 responsibilities and until state law extends local Board responsibility to adults, Boards will continue to place Adult Education at its present priority level. Federal mandates are to be avoided for a variety of reasons. However, we do look to Federal persuasions—seed money, subsidized funds, etc.—or any assistance which may be provided.

May I become more specific with this discussion, particularly concerning Community Educational Services Program in Sioux Falls under the local Board of Education.

C.E.S. is self-supporting. This means that all financial obligations of the Adult Education Program such as—administrative (including secretarial), instruction, supervision, and program costs must be financed from enrollment fees, grants, equipment rentals, vocational reimbursement, etc. However, the cost of heat, light, or facility are absorbed by the local school district.

The areas of service or training fall in the following categories: 1. Adult Basic Education, 2. Apprentice training including journeyman, upgrading, 3.

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[1] Adult Leadership, January, 1972, p. 243.

[2] American School Board Journal, February 1969.

University or higher education—extension classes, 4. Vocational or skill classes (Qualified Programs), and 5. Regular Community Education classes (hobby, recreation, social, cultural, etc.)

It is in the last area, Item #5, which there is little, if any, financial assistance. It is in this area that the Community School concept functions. It is in this area that many courses which are semi-occupational or craft oriented activity are listed, such as: Speedreading, Estate Planning, Money Management, Buying Your Home, Home Maintenance, Cake Decorating, Sewing, Law For The Layman, Know Your Auto, Small Engines, etc.

Since the Sioux Falls C.E.S. Program must be self-supporting, activities which are designed to hold the family unit together in recreation, family and home discussions, parental instruction, entertainment, conduct discussion seminars in social, civic, and/or community development, lectures, town meetings, etc. yields insufficient revenue to be self-supporting. Furthermore, activities such as these rest heavily on available man hours of coordination and organization. Under present administrative responsibilities, existing administrative man hours are not available.

In reality the Director of a Community School in South Dakota cannot with good conscience limit his area of responsibility to established curriculum service. His area of concern is to attempt to meet the communities' needs, to the young as well as the elderly—educational, occupational, recreational, cultural, social. It is broad, indeed. To attempt to do so on a self-supporting fee base is nigh unto an impossibility.

In an attempt to identify the position of Community Education or Adult Education, many areas or concerns have been listed. This should not be construed to mean that the listings are complete; it was looked upon only as a means of identification.

Perhaps, one could easily get the impression that all is black. It is not meant so. It is felt that South Dakota has made marvelous progress under existing circumstances. Yet we have hardly scratched the surface for the part-time learner. The field is ready to be harvested; the time is ripe, much work lies ahead of us all. To my knowledge there are only four full-time adult education administrators in the state of South Dakota representing public education. They are located in Rapid City, N.W. Area Schools (SAVE) Lemon, Watertown, and Sioux Falls. However, there are a number of part-time administrators. Financial limitation of local districts, as well as commitment to the adult education concept, are no doubt major factors contributing to such limited program development.

This rural state certainly deserves attention. The great majority of the working people in this state need to be multi-skilled. Through Adult Education, the citizens may strengthen and broaden their skills through the facilities which were built for their children. Can we afford not to use them?

Community Educational Services

Sioux Falls Public Schools

Sioux Falls, South Dakota

A SERVICE TO THE COMMUNITY **WINTER ISSUE 1976**

Lincoln Senior High
Washington Senior High
Lincoln Senior High Vocational Building
•
S. E. Area Vocational
Technical School
•
and Other Locations

EVENING CLASS SCHEDULE

BUSINESS COURSES	DAY	ROOM	SCHOOL	FEE
Bookkeeping I (A, B)	Wed.	207	LSHS	ea. 22.50
Bookkeeping II (A, B)	Tues.	207	LSHS	ea. 22.50
Business Math	Wed.	229	LSHS	15.00
Cashier Checkout Training	Wed.	503	SEAVTS	15.00
Creative Display & Advertising	Thurs.	221	LSHS	15.00
Data Processing				
Introduction	M & W	300	SEAVTS	22.50
Keypunch	M & Th	***	***	30.00
Computer Operation	T & Th	300	SEAVTS	36.00
Programming, R.P.G. Cobol	T & Th	300	SEAVTS	36.00
Accounting (Bkkg. I & II)	W & Th	207	LSHS	ea. 45.00
Estate Planning	Tues.	306	LSHS	15.00
Foremanship Training	Wed.	614	LSHS-V	15.00
Interpersonal Communication (Public Speaking)	Tues.	406	WSHS	15.00
Investments & Securities	Tues.	---	PJH	15.00
Machine Transcription	Tues.	611	LSHS-V	15.00
Office Machines	Thurs.	222	WSHS	15.00
Public Relations	Thurs.	***	LSHS-V	15.00
Salesmanship	Thurs.	608	LSHS-V	22.50
Secretarial Self-Improvement & CPS Preparation	Tues.	SS	Augustana	30.00
Shorthand I	Tues.	612	LSHS-V	22.50
Shorthand (Refresher)	Thurs.	611	LSHS-V	22.50
Stenoscript I (ABC Shorthand)	Thurs.	608	LSHS-V	15.00
Stenoscript II (ABC Shorthand)	***	***	LSHS-V	15.00
Transportation	Mon.	612	LSHS-V	42.00
Typing I	Thurs.	219	LSHS	22.50
Typing II	Wed.	219	LSHS	22.50*
LANGUAGE COURSES				
Adult Basic Education	T, W & Th	616	LSHS-V	N/C
English Essentials	M & W	616	LSHS-V	15.00
English for High School Credit	M & W	616	LSHS-V	45.00
Creative Writing	Tues.	232	LSHS	15.00
French I	Wed.	382	LSHS	15.00
German I	Wed.	385	LSHS	15.00
Russian I	Wed.	***	LSHS	15.00
Spanish I	Wed.	384	LSHS	15.00
Speedreading	Wed.	303	WSHS	15.00
MATHEMATICS				
Algebra I	Wed.	228	LSHS	15.00
HOME, HOBBIES & TALENTS				
American Heritage Cooking	Wed.	204	WSHS	15.00
Archery	Tues.	***	***	25.00
Backgammon	Tues.	209	LSHS	15.00
Bread Making (Yeast & Quick Breads)	Mon.	219	LSHS	15.00
Bridge	Thurs.	381	LSHS	15.00
Buying Your Home	Thurs.	614	LSHS-V	15.00
Cake Decorating	Thurs.	219	LSHS	15.00
Cardiac Pulmonary Resuscitation Lifesaving Techniques	---	---	SVHP	N/C
Ceramics	Wed.		CHS	15.00
Crewel Embroidery	Wed.	382	LSHS	9.00
Crocheting	Tues.	304	LSHS	7.50
Cross Country Skiing	Thurs.	Gym	S. Sioux	15.00
Decorating with Antiques	Wed.	301	LSHS-V	15.00
Drawing & Painting	Thurs.	213	LSHS	15.00
Driver Education Training	Tues.	230	WSHS	65.00
Drug Education	Call for information			
Fitness For Busy People	Wed.	606	LSHS-V	12.00
Floral Design	Wed.	***	***	15.00
Fun & Fitness	Wed.	Gym	LSHS	15.00
Genealogy	Mon.	***	LSHS	
Geology (Basic)	Thurs.	304	LSHS	22.50
Geologic History	Wed.	304	LSHS	15.00
Golf (February 23)	Mon.	Gym	WSHS	15.00
Gourmet Cooking	Tues.	219	LSHS	15.00*
Guitar (Beginners)	Tues.	382	LSHS	15.00
Folk Guitar II	Thurs.	384	LSHS	15.00
Health Occupations				
Diabetes—Current Concepts for the LPN	Mon.	---	SPN	7.50*
Refresher Course for RNs & LPNs (March)	MTWThF		SPN	***
Review: Laboratory Procedures for the LPN (April)	Mon.		SPN	7.50*
Home Decorating on a Budget	Tues.	608	LSHS-V	15.00
Home Maintenance	Wed.	586	LSHS-V	15.00*
Investment Principles	Thurs.	309	LSHS	15.00
Judo	Mon.	Gym	LSHS	15.00
Karate	Mon.	Gym	LSHS	15.00
Knitting (Beginners)	Tues.	672	LSHS-V	12.00
Knitting (Advanced)	Thurs.	612	LSHS-V	12.00
Law for the Layman	Tues.	309	LSHS	15.00

	DAY	ROOM	SCHOOL	FEE
Leather Craft	Mon.	***	***	15.00
Lipreading	Mon.	***	LSHS	15.00
Macrame	Tues.	602	WSHS	15.00
Model "A" Mechanics	Tues.	509	LSHS-V	22.50*
Natural Looking Flowers (Wood Fibre)	***	***	***	15.00
Needlepoint	Tues.	304	LSHS	7.50
Organic Gardening	Mon.	222	LSHS	15.00
Pre-Retirement Planning	Tues.	310	LSHS	15.00
Presidents' Wives	Tues.	381	LSHS	15.00
Protection—Your Life & Property	Wed.	---	SFPD	N/C
Psychology	Thurs.	220	LSHS	15.00
Quilting (Beginners)	Wed.	282	WSHS	15.00
Read & Rap (A.I.D.)	Wed.	309	LSHS	N/C
Re-Upholstery	Wed.	---	Annex	25.00
Rosemaling (Beginners)	Tues.	602	Lowell	15.00
Rosemaling (Advanced)	Wed.	602	Lowell	15.00
Self Improvement for Women	Tues.	606	LSHS-V	22.50
Sewing (Lingerie)	Tues.	***	***	12.00
Sewing I	Mon.	216	LSHS	17.00
Sewing II	Thurs.	282	WSHS	17.00
Sewing III	Wed.	216	LSHS	25.00
Sign Language I (Introduction)	Tues.	***	SDSD	15.00
Sign Language II (Intermediate)	Tues.	***	SDSD	15.00
Sign Language (Conversational)	Tues.	***	SDSD	15.00
Signs & Lettering	Tues.	213	LSHS	15.00
Snowmobile Safety	Tues.	601	LSHS-V	5.00
Social Dancing (Couples)	Thurs.	Gym	S. Sioux	30.00
Social Security Benefits	Wed.	***	LSHS	N/C
Teach Your Child To Talk	Thurs.	228	LSHS	7.50
Thanatology (Death & Dying)	Wed.	310	LSHS	N/C
Welding Sculpturing	Thurs.	507	LSHS-V	22.50*
Yoga I (Physical, Beginners)	Tues.	Library	LSHS	15.00
Yoga II (Physical, Advanced)	Wed.	Library	LSHS	15.00
VOCATIONAL INDUSTRIAL ARTS				
Auto Body & Fender Repair	Thurs.	508	LSHS-V	22.50*
Auto Mechanics				
Automotive Transmissions	M & W	509	LSHS-V	45.00*
Carburetion & Ignition	T & Th	509	LSHS-V	45.00*
Auto Tune Up	Wed.	602	LSHS-V	22.50
Blueprint Reading	Tues.	607	LSHS-V	15.00*
Cabinet Making	Wed.	133	WSHS	15.00*
Cabinet Making	Thurs.	617	LSHS-V	15.00*
Custodial Maintenance	Thurs.	502	LSHS-V	15.00
Diesel Mechanics				
Tolerances – Basic	Mon.	---	DS	30.00*
Engine Performance	Thurs.	---	DS	30.00*
Cummings Tune Up	Tues.	---	DS	30.00*
Fuel Pumps & Injectors	Wed.	---	DS	30.00*
Drafting (Basic)	Thurs.	211	SEAVTS	22.50*
Engine Overhaul	Thurs.	511	LSHS-V	22.50*
Electronics	T & Th	603	LSHS-V	45.00
Electronics				
Direct Current Circuits				
Alternating Current Circuits	T & Th	205	SEAVTS	
Active Devices				
Power Supplies	Series of Training Packets			
Active Circuits	30 hours			22.50*
AM-FM Radio				
Color TV				
Furniture Refinishing	Tues.	617	LSHS-V	15.00
Job Seeking Skills	Thurs.	616	LSHS-V	15.00
Know Your Auto	Tues.	503B	LSHS-V	15.00
Machine Shop	Tues.	507	LSHS-V	22.50*
Mechanical Drawing	Thurs.	609	LSHS-V	15.00*
Metric System	Wed.	207	SEAVTS	15.00
Motorcycle Repair	Mon.	602	LSHS-V	15.00
Offset Workshop	Thurs.	129	WSHS	15.00*
Small Engine Repair	Thurs.	127	WSHS	15.00*
Snowmobile Repair	Thurs.	601	LSHS-V	22.50*
Welding – Arc	Tues.	132	WSHS	45.00
Welding – Acetylene	Wed.	132	WSHS	45.00

* Lab fee additional, please inquire

***To be announced
SEAVTS–Southeast Area Vocational-Technical School, [illegible]
WSHS–Washington Senior High School, 315 S. Main
SS–Social Science Building, Augustana College
LSHS-V Lincoln Senior High School Vocational Building, 1401 E. 35th
LSHS–Lincoln Senior High School, 2900 S. Cliff
CHS–[illegible]
[illegible]

SPN–School Practical Nursing, [illegible]
SFPD–Sioux Falls Police Dept., [illegible]
Annex–(Old Courthouse), [illegible]
Lowell School–[illegible]
SDSD–S.D. School for the Deaf, [illegible]
PJH–Piper, Jaffray & Hopwood, Inc., [illegible]
[illegible]
DS–[illegible]

Call Community Educational Services [illegible] for further information
All classes subject to change
Insufficient enrollment will cancel a class

PLACE TO REGISTER

LSHS - Vocational Building
1401 East 35th Street

January 8, 1976 - 7:00-8:30 P.M.

NOTICE! CLASSES WILL START THE WEEK OF JANUARY 19, AS SCHEDULED

Community Educational Services
(Adult Education)

The purpose of the Adult Education Program is to provide adult education courses that meet the continuing education needs and interest of our community. Most classes are held evenings between the hours of 7-9 p.m. Other classes meet from 7-10 p.m. or as arranged.

Course Description

BUSINESS COURSES

BOOKKEEPING I (A, B)
This is the fundamental use of the double entry method as applied to modern business with the use of journals, ledgers, and statements to illustrate the complete bookkeeping process. (Bolaf) (20 hrs. per session)

BOOKKEEPING II (A, B)
The student must know the bookkeeping cycle. This course includes advanced problems in journalizing, special journals and ledgers, payroll voucher register, and depreciation. This is a continuation of Bookkeeping I. (Bolaf) (20 hrs. per session.)

BUSINESS MATH
This math is fundamental to business. It includes addition, subtraction, division, use of fractions and decimals as they are used in everyday business. You will also have problems in loans, interest, and insurance. (Bossetta) (20 hrs.)

CASHIER CHECKOUT TRAINING
This course will present basics involved in checkout occupation. Making change, running cash register, sacking and public relations are components of this course. (Stone) (20 hrs.)

CREATIVE DISPLAY AND ADVERTISING
How to display merchandise effectively. How to build, buy, and decorate with props and antiques. Includes special retail events and advertising. Covers sign-making, lighting and fixturing. (E. Carlson) (20 hrs.)

DATA PROCESSING
Introduction
Keypunch
Computer Operation
Programming: R.P.G. Cobol
Accounting (Mag. I & II)
see back page

ESTATE PLANNING
How estate planning can help you accumulate an estate, conserve it at peak value, and distribute it to your heirs. This course will include a series of authorities who will discuss accumulation methods, conservation methods, and methods of distribution including tax consequences in all of these segments of estate planning. (R. A. Beck) (20 hrs.)

FOREMANSHIP TRAINING
This course is designed to train successful tradesmen to upgrade themselves, to communicate successfully and establish close feeling between labor management and capital. (20 hrs.)

INTERPERSONAL COMMUNICATION (PUBLIC SPEAKING)
Develop self confidence. Learn to express yourself more clearly to others—small groups. Sequential approach will be used. Excellent course for group leaders, sales people, foreman, supervisors, etc. (Gravdal) (20 hrs.)

INVESTMENTS AND SECURITIES
The stock market, bonds, preferred and common stock, corporations, brokers, money markets, investment plans and theories are defined. The graphic analyses of market, warrant and taxes are studied. Financial news is interpreted. (R. Witt) (20 hrs.)

MACHINE TRANSCRIPTION
Training in skill development of the dictaphone and IBM transcribing units. Because of time elements, business men are going more and more to dictating machines. (G. Schmidt) (20 hrs.)

OFFICE MACHINES
This covers ten-key adding machines, printing calculators, electronic calculators, rotary calculators and bookkeeping machines, with students developing their schedule of work. Machines are modern and electric. (Nyswing) (20 hrs.)

PUBLIC RELATIONS
This course will lead to the development of better public relations as applicable to the every day dealings in business. Such phases as news media, TV, radio, tact, and initiative will be introduced. (20 hrs.)

SALESMANSHIP
Learn how to increase your sales potential! Learn basic selling fundamentals, methods and techniques of increasing sales, and prospecting new customers. (M. Seeley) (20 hrs.)

SOS (SECRETARIAL OCCUPATIONAL SKILLS)
This is a series of courses offered with specific instruction relating to the certification examination (CPS). Includes six areas of study
1. Environmental Relations in Business
2. Business and Public Policy
3. Economics of Management
4. Financial Analysis and the Mathematics of Business
5. Communication and Decision Making
6. Office Procedures

(40 hrs.)

SHORTHAND I
An introduction to basic theory and principles of Gregg Shorthand Simplified, Functional Method. This includes the development of basic skills and techniques in shorthand reading and writing. (Yarnall) (20 hrs.)

SHORTHAND (Refresher)
Continuation of Shorthand I. More vocabulary and greater dictation speed, accuracy and skill will be increased. (Yarnall) (20 hrs.)

STENOSCRIPT I (ABC SHORTHAND)
The purpose of this course is to enable a person to take dictation as rapidly as possible in the shortest time. This is shorthand based upon a system of phonetic spelling. This course is not based on the Gregg phonetic spelling. This course is not based on the Gregg system of shorthand. Stenoscript II is a continuation of this course. (Tinklenberg) (20 hrs. each)

STENOSCRIPT II (ABC SHORTHAND)
Continuation of Stenoscript I for the more serious student. Increases speed and expands dictation skill. (Tinklenberg) (20 hrs.)

TRANSPORTATION
This is a basic course for employees who are shipping and/or receiving merchandise. Train personnel to properly process incoming freight or shipping orders. Save time, delay of lost papers, proper routing, shipping charges, etc. Trained traffic personnel (receiving and shipping) are in demand. (Gray) (62 hrs.)

TYPING I (Beginning Typing)
This course is basically for one who has had no typing experience and wants to learn the fundamentals of the keyboard. (D. Witt) (20 hrs.)

TYPING II
This is a review of basic techniques of Typing I. It is for those who have had 48 hrs. of typing and have learned the keyboard and wish to develop speed and accuracy, plus other skills in typing the usual office forms. (D. Witt) (20 hrs.)

LANGUAGE COURSES

ENGLISH ESSENTIALS
This course develops basic grammar and word usage. Write effective sentences. Learn spelling, punctuation and practical English for daily use. (20 hrs.)

ENGLISH FOR HIGH SCHOOL CREDIT
This is an extension of the above and continues for 60 hrs.

CREATIVE WRITING
Stimulate your talents to originate communicative ideas. Practice writing short descriptive paragraphs, developing to short essays. This course is excellent for those who must convey ideas to others through the printed word. (20 hrs.)

FRENCH I–GERMAN I–RUSSIAN I–SPANISH I
Words and short sentences are expressed orally and in writing by a student. After one term, one should be able to ask questions usually asked by tourists and understand the answers made. He should also be able to read limited amounts of newspaper, road signs, and menus. (Schell, Schmidt, Paherri) (20 hrs. each)

SPEEDREADING
Develop a rapid reading technique and at the same time develop and maintain a high degree of comprehension. Increase eye span and improve vocabulary. This is not a remedial reading course. (Kleinsasser) (20 hrs.)

MATHEMATICS

ALGEBRA I
This is a study of the positive and negative numbers, simple equations, formulas, polynomials with fundamental use of the more common formulas, solutions of equations in one and two unknowns. (Bossetta) (20 hrs.)

HOME, HOBBIES AND THE ARTS

AMERICAN HERITAGE COOKING
American Heritage cooking is a rediscovery that all ethnic food adventure doesn't require a passport. (Pearson) (30 hrs.)

ARCHERY
Learn the fundamentals of shooting a long bow, target and sport position. Join those who enjoy a skill of the great outdoors. (Adler) (30 hrs.)

BACKGAMMON
Have you ever wondered what those 24 points on the other side of your checker board are for? An increasingly popular, fast, and exciting game originally played by the kings in days of old! The rules are simple; the strategies are intriguing. Course includes rules, probability, and strategies. One of two people will need a board. (Elsner) (20 hrs.)

BREADMAKING (Yeast and Quick Breads)
We all enjoy good wholesome home made bread. Here's an opportunity to learn how to make loaves, rolls, twists, coffee bread, quick breads, etc. You'll be using proven nutritious recipes. (Gregory) (20 hrs.)

BRIDGE I
This course will concentrate on fundamentals of the game. Beginners are welcome, as well as those who want to brush up on their playing. Bidding, hand-evaluation, and play-of-the-card, principles will be practiced. (Bauman) (20 hrs.)

BUYING YOUR HOME
The responsibilities of the seller and the realtor from the buyer's point of view will be discussed. Also, what to look for in buying a home — contract, interest, home conditions, legal description, area location, future sale, etc. (20 hrs.)

CAKE DECORATING
This is instruction in the imaginative use of icing to decorate cakes for various events, holidays and birthdays. Recipes for various colors and textures of icing are given. Mint making and sugar molding are also included. (Kelly) (20 hrs.)

CARDIAC PULMONARY RESUSCITATION
The first four minutes are crucial. This course focuses on what to do for heart attack, drowning, electric shock, etc in this short critical period. Techniques are demonstrated and participants practice under supervision. In cooperation with Sioux Valley Hospital, one night sessions. Inquire.

CERAMICS
This course includes underglazing, design with glaze, combination glaze, stain, sgraffito, and raised work. (Hayenga) (20 hrs.)

CREWEL EMBROIDERY
Basic embroidery stitches will be taught, as well as hand appliques and stitches to apply them. Can be used for crewel embroidery & long stitch wall hangings. (Knopfle) (12 hrs.)

CROCHETING
Learn a pleasant and useful hobby. Make sweaters, purses, belts, and decorative designs, etc. for yourself or for much appreciated gifts. (Bartz) (10 hrs.)

CROSS COUNTRY SKIING
C'mon — let's do it in the snow! Learn care of equipment, waxing, and technique of this fun sport. Equipment is not included but can be rented or bought for under $100. The first lesson will be in a gym for two hours. The remaining lessons will be at a park or golf course for three hours each for six weeks. (Elsner) (20 hrs.)

DECORATING WITH ANTIQUES
Collecting, repairing and refinishing of antiques, frames, trunks, and furniture. History of and decorating with period furniture, and American antiques. Field trips to museums, antique shops, and refinishers. (K. Carlson) (20 hrs.)

DRAWING AND PAINTING
Learn to express yourself in the art of drawing and painting. The course progresses through simple line forms, shade rendering, textures, sketching, light and dark tones, backgrounds and various coloring agents. Start where you are capable and advance at your own pace. (McConnell) (20 hrs.)

DRIVER EDUCATION AND TRAINING
This course will include examples and situations of the responsibility of motor vehicle ownership and operation, the South Dakota motor vehicle code, and basic Sioux Falls traffic ordinances, and the basic mechanical features of the motor vehicle necessary to operate it skillfully and safely. It will prepare the student for his license. This course does not provide enough classroom hours to meet insurance company requirements for insurance discounts for the 15 to 24 age group. It includes 14 hours of classroom, seven hours of driving, and seven hours of observation. (Mallett) (28 hrs.)

FITNESS FOR BUSY PEOPLE
This is one of the most interesting and informative courses in America today for both young and old. As part of the National "Get Fit America" Program, this course is designed to improve your health by becoming physically fit through the total isokinetic aerobic form of exercise and to examine other forms of exercise. (Men and Women) (Peck) (15 hrs.)

FLOWER DESIGN
This is a class for those who like to work with flowers and plants. The subtle art of creative flower arranging of corsages will be especially emphasized. Be prepared to exhibit your skill for those special occasions. (20 hrs.)

FUN AND FITNESS FOR WOMEN (How to Keep Fit and Like It)
This course is designed to include conditioning, toning, reducing, relaxation exercises, instruction and participation in recreational and carry-over activities such as badminton, deck tennis, volleyball, gymnastics, rhythms, and many others, all of which can be carried over into the everyday world for a more active and healthful life. (Elliott) (20 hrs.)

GENEALOGY
Enjoy the growing hobby of tracing your ancestors and developing a family tree. Succeeding generations will thank you for your efforts. Follow an organized system of searching and recording specific information. (Novak) (20 hrs.)

BASIC GEOLOGY
Novice for mineral enthusiasts, rock hounds, construction contractors, farmers and tourists. This is a study of rocks and minerals, their origins, and geologic processes, such as volcanoes, glaciers, streams and oceans. (Coke) (20 hrs.)

GEOLOGIC HISTORY
Four billion years of earth history interpreted from rocks and fossils. The emphasis will be on the geologic history of North America, and the origins and changes of prehistoric animal life which includes movement of continents, rise of mountains, prehistoric seas, dinosaurs, and other primitive beasts. (Coke) (20 hrs.)

GOLF
Here is an opportunity to participate in year-round golf fundamentals. Instructions will be given to beginners and to those who wish to improve their game. (Arsnoh) (20 hrs.)

GOURMET COOKING
Learn the preparation of special delicacies, appetizers, vegetables, meats, desserts. Practice various techniques to make tastier and more appealing food dishes. Cost of foods not included in tuition. (Sparl) (20 hrs.)

GUITAR (Beginners)
This is an introductory course for adults at the beginners level with no previous guitar experience. It will include learning chords, counting time, picking and strumming. The need to read notes is not a prerequisite. (G. Hansen) (20 hrs.)

FOLK GUITAR II
A continuation of beginning folk guitar with emphasis on different strums, note reading, and increasing chord vocabulary. Prerequisite Folk Guitar I. (20 hrs.)

HEALTH OCCUPATIONS
Diabetes—Current Concepts for the LPN
Refresher Course for RNs and LPNs (March)
Review Laboratory Procedures for the LPN (April)
See back page

HOME DECORATING ON A BUDGET
Learn economical shortcuts to make your home more livable. Do your own thing; make your own draperies, window shades, wall hangings, and apply your own wallpaper. Classes include these "how to do" wall accessories, study in color and fabric and textures; also field trips to homes and shops. (Nollette) (20 hrs.)

HOME MAINTENANCE (Women and Men)
Learn how to practice preventative maintenance in your Learn how to practice preventative maintenance in your home or residence by doing minor repair work. This course will include painting, various finishes, plumbing, carpentering, roof, sidewalks, yard care, doors, windows, screens and other common repair tasks which normally would not warrant the service of a professional. (20 hrs.)

INVESTMENT PRINCIPLES
This will be a special course for women who are concerned about effective use of money. It may include brief fundamentals of banking, mutual funds, land, real estate, etc. Considerable time will be used to discuss mutual investment problems. (20 hrs.)

JUDO
The word judo means the "gentle way." It derived its origin from the unarmed hand-to-hand combat practiced in Japan for 1,000 years called jujitsu. Today it is practiced as a sport and ranks 3rd in AAU registration. This course will carry the history as well as the practical application of this popular martial art and is designed for both men and women of all ages. (D. Griffith) (20 hrs.)

KARATE
Learn the most popular of the Martial Arts. Taught by two black belt masters and especially designed for men and women of all ages. Good for self defense or just good physical fitness. (Chang Hee Lee) (20 hrs.)

KNITTING (Beginners)
Enjoy the thrill of making fabrics by knitting for yourself or family. Use the various techniques of knitting. (Searles) (15 hrs.)

KNITTING (Advanced)
Learn how to recognize yarns, chart your own patterns. Learn how to recognize yarns, chart your own patterns. Many new stitches, finishing and blocking. Bring some garment, sweater, etc. that you have made. (Wernli) (15 hrs.)

LAW FOR THE LAYMAN
We are continuously confronted with legal problems in our daily activities. This will be a question or problem oriented course: liabilities, agreements, individual rights, your responsibilities, attorney's responsibilities, etc. (Team) (20 hrs.)

LEATHER CRAFT
Leather Craft is a fascinating and useful craft. Learn basic fundamentals of cutting, tooling, designs, and workmanship of leather. Kits and processed leather will be available for purchase. Tools may be rented, purchased, or you may bring your own. (Trimble) (20 hrs.)

LIP READING
Learn the art of lip reading. This is a means of closely watching certain lip movement which will enable a hard-of-hearing person to enjoy a more normal conversation with others. (King) (20 hrs.)

MACRAME
The art of tying knots in a decorative way, spur making belts, purses, wall hangings, etc. This is a fascinating ancient knotting technique often used by sailors to make carryalls and decorative designs. (Meyers) (20 hrs.)

MODEL "A" MECHANICS
This class is designed for those who wish to maintain or restore the "ol" Ford—engine, transmission, rear end, etc. Limited to mechanical parts no body and painting. (Nelson) (20 hrs.)

NATURAL LOOKING FLOWERS (Wood Fibre)
You can make natural looking flowers in minutes with Formosan wood fibre. Flowers made in class are of nine varieties, including roses and buds, poinsettia, geranium, and tulips. We also work with dried field arrangements and centerpieces including bonsai trees made from rock chips. Supplies are available. (Nollette) (20 hrs.)

NEEDLEPOINT (Beginners)
Learn about canvas, yarns, designing, finishing, and blocking. (Wernli) (15 hrs.)

ORGANIC GARDENING
Enjoy healthful living and economize on the grocery bill by growing your own food. Start your own plants from seed, using varieties for this region. You will study numerous techniques used in organic gardening. (Landwehr) (20 hrs.)

PRE-RETIREMENT PLANNING
This course will assist participants in planning for retirement. Such topics as social security, wills, retirement homes, housing, protective services, employment, use of leisure time, adult education, volunteer service work, crafts and hobbies and other related topics will be covered in this course. Course is endorsed by Senior Citizens Services (Team) (20 hrs.)

PRESIDENTS' WIVES
This is an in depth study of the President's wives from Martha Washington through Betty Ford. We will learn about their backgrounds, who aided their husbands in the White House, and who were reluctant to go there. Pictures of the wives and dolls dressed in the style of their day will be used when possible. (Hart) (20 hrs.)

PROTECTION - YOUR LIFE AND PROPERTY
Here is an opportunity for you to be part of a discussion series (5 Wed. evenings). These topics will be presented by the Sioux Falls Police Department. It is designed to inform the citizens of the community about the following: Home Security, Personal Protection (Rape and Assault), Shoplifting, Property Theft (autos, bikes, etc.), and vandalism. (10 hrs.)

PSYCHOLOGY
This course will be class oriented. A basic format will be used as a guide. Participants will be urged to select areas of special concern. Typical areas of study will be interpersonal relationship, dealing with adolescence, self-realization, etc. (20 hrs.)

QUILTING (Beginners)
This is an opportunity to acquire basic techniques and learn a variety of types, designs, and construction of quilting. Skills developed will include pattern designs, typing, quick methods (machine), batting, etc. (M. Clarke) (20 hrs.)

READ AND RAP (A.I.D.)
Plan to join an A.I.D. discussion group. The sessions meet weekly for ten to twelve weeks. The only fee is the cost of the books, which are generally paperbacks, and a $10.00 membership for the year. This is strictly personal enrichment. We will be discussing science fiction this session. (Bergeson)

RE-UPHOLSTERY
Acquire the practical skill of upholstery. Learn to upholster pieces of furniture that you may want to keep. Such pieces as foot stools, chairs, settees, and other smaller pieces will be accepted, depending on what the student and the instructor will decide. The fee does not include the cost of any materials. (Holly) (20 hrs.)

ROSEMALING (Beginners)
Learn the beautiful art of Scandinavian decorative painting-general design, paint mixture, application, wood preparation and design preservation. (Mosdbakken) (20 hrs.)

ROSEMALING (Advanced)
This is an advanced course for those who have either taken Rosemaling I or have had experience. Includes advanced techniques in color and design. (Mosdbakken) (20 hrs.)

SELF-IMPROVEMENT FOR WOMEN
Would you like to learn poise, self-confidence and be attractive at any age? Here's the class to learn about you individually, concerning make-up, wardrobe, visual poise, grooming, figure, social graces and personality. (Clouse) (20 hrs.)

SEWING LINGERIE
In this class you will learn how to sew on tricot material and lycra. Instruction includes how to make slips, bras, girdles, panty slips, briefs and gift items. There also will be instructions for making children's T-shirts also will be instructions for making children's T-shirts, undergarments and other knit garments. (Edeen) (15 hrs.)

SEWING I
A course designed for those who have not sewed at all and those who wish to update their knowledge of modern patterns and procedures. Instruction in pattern layout and adjustments for individual figure. Each step is taught in completing a garment of student's choice. (Fyler) (20 hrs.)

SEWING II
For those who have done some sewing. Set in sleeves, zippers, hems, seams, buttonholes, fitting problems, professional tips on procedures and making simple coats and suits, as well as handling knits. You will receive help with all personal sewing problems. (Edeen) (20 hrs.)

SEWING III
This course will consist of special individual tailoring needs: snowmobile suits, knits, men's suits, pant suits, trousers, lady's coats, suits and gowns. Considerable attention will also be devoted to fitting and alteration problems depending upon the needs of the enrollees, and a complete review of sewing methods, including couture techniques. (20 hrs.)

SIGN LANGUAGE I (Introduction)
Study the concepts, theory, and physical limitations of the skills of communicating with the deaf and hearing impaired person. Simple signs will be demonstrated and practiced. (Schumacher) (20 hrs.)

SIGN LANGUAGE II (Intermediate)
A review of fingerspelling and basic signs as presented in the Introductory Sign Language Course and in the first half of A Basic Course in Manual Communication will be taught. Emphasis will be placed on improvement of receptive and expressive skills with laboratory practice. (Soulup) (20 hrs.)

SIGN LANGUAGE (Conversational)
Develop signing skill to communicate to the deaf and the hearing impaired for conversational purposes. (D. Ericksen) (20 hrs.)

SIGNS & LETTERING
Everyone at sometime or another needs to make signs. Learn basic balance, and lettering stroke. Creativity and originality will be emphasized to make attractive signs. (20 hrs.)

SNOWMOBILE SAFETY
Learn the skills of safe machine operation from experts in the field. This will include types of machines, performance, care and minor maintenance, legal regulations, how to ride the machine, clothing, etc. (In cooperation with Snowmobile Clubs in Sioux Falls) (8 hrs.)

SOCIAL DANCING
For couples - a fun do-together class. Enjoy dancing and stay young. Have confidence on the dance floor and be an expert in all the steps. (Smith) (20 hrs.)

SOCIAL SECURITY BENEFITS
Discussions will be aimed at understanding benefits available through Social Security Administration Office, Medi-Care Aid, Survivor's benefits, retirement benefits and other services. (Team) (Open)

TEACH YOUR CHILD TO TALK
A workshop program to expose parents and interested persons to normal developmental language and speech patterns from birth to school age, to help them assess roughly their children's progress, and to suggest activities through which they could actively aid that growth. (Sioux Falls Speech and Language Therapists) (10 hrs.)

THANATOLOGY (DEATH AND DYING)
Most of us have at one time experienced the loss of a loved one, business associate, or a social acquaintance. How much of the grief process did we understand? This course will provide an opportunity to examine customs, attitudes, and approaches to the current concept of bereavement. (Morstad) (6 Hrs.)

WELDING SCULPTURING
Make your own welded design or art object. This class will provide you with the opportunity to learn the rudiments of brazing and welding using both arc and acetylene torches. Welding rod must be furnished by student. Try it, you'll like it! (20 Hrs.)

YOGA I (Physical, Beginners)
Millions of Americans are discovering that slow motion Yoga is the safe, simple natural way to increase vigor and reduce tensions. This mild physical exercise presents an opportunity for you to tone your body and to feel and look more youthful. (Friend) (20 hrs.)

YOGA II (Physical, Advanced)
Offer for those who have taken Yoga I or a physical yoga class previously. (Friend) (20 hrs.)

VOCATIONAL INDUSTRIAL ARTS

AUTO BODY & FENDER REPAIR
This course will cover the basic fundamentals and use of tools to straightening dents, welding cuts and breaks, shrinking metal, sanding, and metal preparation of the automobile. (Holmes) (30 hrs.)

AUTO MECHANICS
Automotive Transmission
Carburetion and Ignition
see back page

AUTO TUNEUP
Tune up automobiles under actual conditions. Trouble shoot and remedy the common engine malfunctions due to adjustment and minor mechanical failures. Use the latest auto tuneup equipment. (Rans, Eichman) (30 hrs.)

BLUEPRINT READING
This is offered primarily as a beginning course to become familiar with fundamentals of blueprint reading. Learn to understand and be able to work with mechanical, cabinet, architectural sheetmetal layout drawings. Develop a working knowledge and practice to interpret the drawings of industry. (Heck) (20 hrs.)

CABINET MAKING
Learn the care and use of power tools and equipment. Build projects of own choosing within limits, with instruction in finishing, project planning, making bill of materials and shop safety practices. (Wilson, Schafer) (20 hrs.)

CUSTODIAL MAINTENANCE
The care of large building complexes takes training. Improper care is a costly and unnecessary expense. The course will include proper and effective custodial duties, such as ordering supplies and equipment, clean and maintain walls and floors, preparation for resurfacing, carpet care and cleaning, mechanical and electrical heating maintenance. (Johnson) (20 hrs.)

DIESEL MECHANICS
Tolerances - Basic
Engine Performance
Cummings Tune-Up
Fuel Pumps & Injectors see back page

DRAFTING (Basic)
This course will concentrate on basic fundamentals of making good drawings, original copy, etc. Prints may be developed. Refine your present skills. (Heck) (30 hrs.)

ENGINE OVERHAUL
This course will consist of instruction in engine overhaul, valve grinding, pistons and rings, crankshaft and bearings, basic engine maintenance, with routine diagnosis of troubles common to the automobile. (Schloe) (30 hrs.)

ELECTRONICS
This course includes introduction to electronics, electronic theory, AC & DC circuitry, power supply amplification and specific application of electronics to modern day communication devices. Laboratory work will concentrate on elementary radio & TV repair. (Pedersen) (60 hrs.)

ELECTRONICS
Direct Current Circuits
Alternating Current Circuits
Active Devices
Power Supplies
Active Circuits
AM-FM Radio
Color TV see back page

FURNITURE REFINISHING
Refinishing furniture: using and handling various types of finishing materials, treating various woods for both antique and modern finishes. (J. Mulhair) (20 hrs.)

JOB-SEEKING SKILLS
Many people lose their jobs before they even get a chance to work. Effective interviews are essential. This course will include resumes, poise, physical appearance, where and how to apply, survey the field, etc. (Kinkead) (20 hrs.)

KNOW YOUR AUTOMOBILE
This course is for men and women who desire elementary information about their own cars. There will be discussion of carburetors, starters, and a simple mechanical maintenance the average person should know and can do according to his own abilities. You will discuss things that should be left for the trained mechanics. (Haas) (20 hrs.)

MACHINE SHOP
This course includes fundamentals of machine shop practices, nomenclature and function of each, straight and taper turning, thread cutting, boring, formulas and their uses pertaining to machine shop practices. It also includes the use of drill press, shaper and vertical milling machine. (Lande) (30 hrs.)

MECHANICAL DRAWING
Fundamentals of drafting, line formation, lettering, objective, extension, dimension and lettering lines are taught in the course, as well as orthographic and isometric projection drawing. (Heck) (20 hrs.)

METRIC SYSTEM
Prepare for the metric system. Discussion and specific instruction on mathematical conversion, its potential problems, change over requirements, governmental role, etc. (Porter) (20 hrs.)

MOTORCYCLE REPAIR
Learn the proper maintenance techniques of your motorcycle. This course will include fuel system, electrical and engine repair. Due to storage space, repaired items cannot be left in the classroom. (Versteeg) (20 hrs.)

OFFSET WORKSHOP (PRINTING)
This course is designed to introduct photo-offset printing. Emphasis will be placed on artwork, copy preparation, negatives, platemaking and offset duplicator operation. (20 hrs.)

SMALL ENGINE REPAIR
Work on snowmobiles, outboard engines, motorcycles and lawnmower engines: complete overhaul and tune-up operation and trouble-shooting, as well as testing motors on testing equipment. (Claussen) (20 hrs.)

SNOWMOBILE REPAIR
This is a course to give the average snowmobile enthusiast an opportunity to repair his own vehicle, as well as learn a trade. Includes engine overhaul, tune-up, track and general vehicle service. (Schloe) (20 hrs.)

WELDING, ARC-ACETYLENE
This course includes: safety, maintenance and proper use of equipment. Demonstration and explanation will show the student proper use and selection of rod to job position and its application on the job. (Tufte) (30 hrs.)

If you are interested in a particular class
which does not appear on the schedule,
it is possible to organize one. A minimum
enrollment of ten or more adults is
required for most courses. If you are
interested contact the Community
Education Department

Telephone 336-3582

Announcement!

CES is providing
a greater service to
the Sioux Falls Community.

Citizens of the Sioux Falls Community may now earn C.E.U.s (Continuing Education Units) by participating in certain selected courses.

A CES is awarded to adults at the ratio of (1) CEU per (10) hours of class time.

According to the South Dakota State Plan CEUs may be granted to adults under the following conditions:

1. ***Effective July 1, 1975***
2. ***Course objectives have been planned and or accepted by the clientel to be served.***
3. ***Participants be evaluated by a standard of performance.***
4. ***Participant must maintain a minimum of 80 class attendance.***

The CES Department will maintain permanent records as required by the South Dakota State Plan.

All occupational groups who believe this service and training procedure would be valuable to them may contact the CES Office for more information. (336-3582)

Southeast Area Vocational Technical School

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Lack A Skill? Want A Vocation?

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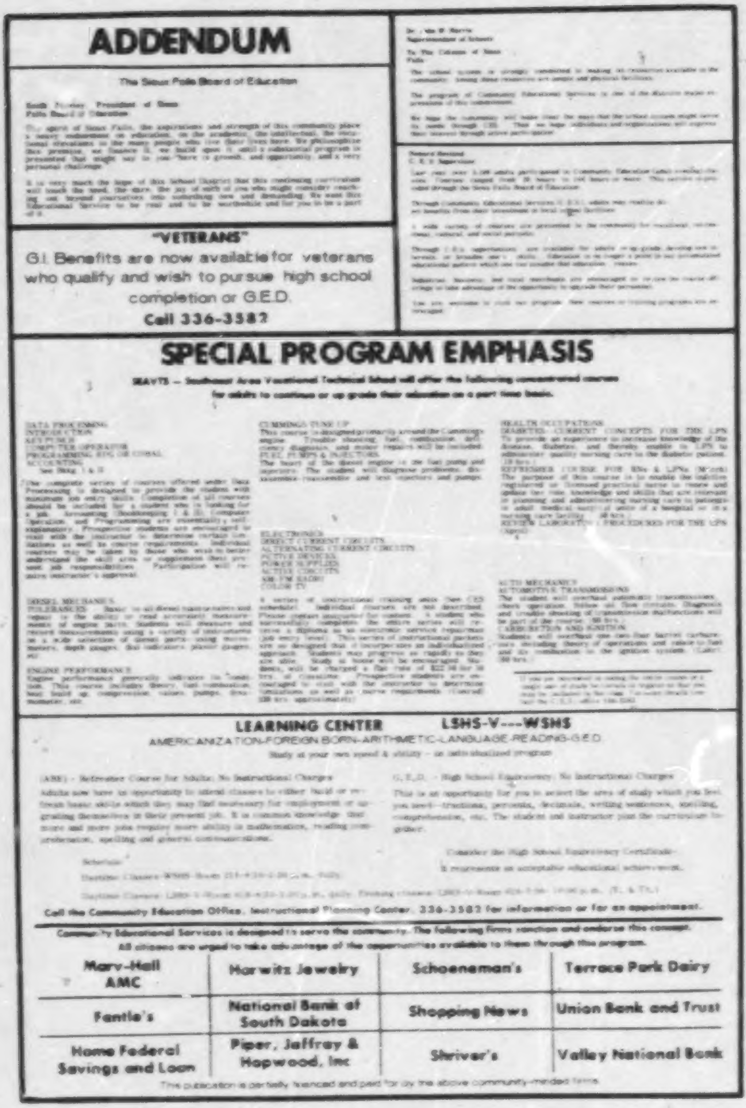

ADDENDUM

The Sioux Falls Board of Education

"VETERANS"

G.I. Benefits are now available for veterans who qualify and wish to pursue high school completion or G.E.D.

Call 336-3582

SPECIAL PROGRAM EMPHASIS

SEAVTS — Southeast Area Vocational Technical School will offer the following concentrated courses for adults to continue or up grade their education on a part time basis.

DATA PROCESSING
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KEYPUNCH
COMPUTER OPERATOR
PROGRAMMING RPG OR COBAL
ACCOUNTING

DIESEL MECHANICS

ENGINE PERFORMANCE

CUMMINGS TUNE UP

FUEL PUMPS & INJECTORS

ELECTRONICS
DIRECT CURRENT CIRCUITS
ALTERNATING CURRENT CIRCUITS
ACTIVE DEVICES
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Study at your own speed & ability – an individualized program

(ABE) - Refresher Course for Adults; No Instructional Charges

G.E.D. - High School Equivalency; No Instructional Charges

Consider the High School Equivalency Certificate-
It represents an acceptable educational achievement.

Call the Community Education Office, Instructional Planning Center, 336-3582 for information or for an appointment.

Community Educational Services is designed to serve the community. The following firms sanction and endorse this concept. All citizens are urged to take advantage of the opportunities available to them through this program.

Marv-Hall AMC	**Horwitz Jewelry**	**Schoeneman's**	**Terrace Park Dairy**
Fantle's	**National Bank of South Dakota**	**Shopping News**	**Union Bank and Trust**
Home Federal Savings and Loan	**Piper, Jaffray & Hopwood, Inc**	**Shriver's**	**Valley National Bank**

This publication is partially financed and paid for by the above community-minded firms.

PREPARED STATEMENT OF GEORGE W. DE BOW, COORDINATOR, CONTINUING EDUCATION, MEADE IND. SCHOOL DISTRICT NO. 101, NORTHWESTERN VOCATIONAL TECHNICAL, STURGIS, S. DAK.

The emerging Continuing Education program for adults in our state is here with us today not because of any one specific individual, program or funding source . . . but for the specific reason of need and expression of desire to continue where possible that educational process, whatever it might be, by the adult populace of South Dakota. I wish to commend those many sources which have contributed their time, effort and resources to make this come about. For the matter of clarifying the philosophical intent with which my comments to follow are made . . . "Continuing Education excludes none and is from the cradle to the grave!"

We have had problems allowing the Continuing Education process for adults to come about at the Federal, State and local level. Our most serious problem exists at the Federal level in Washington where there is obvious lack of communication and cooperation in that, duplication of programming is occurring, funding for programs with similar intent is not placed with one Bureau and many times one sees and finds personnel supposedly leading programs with National impact and yet these people lack fundamental knowledge to lead and direct, plus have little or no feeling for those things which are happening NOW out where the action is. Further detail and implications regarding the forgoing statement can be made if so desired. Our Regional Office in Denver has been most helpful to Adult Education and really is the contact with which problems and answers can be communicated. As former state director of Adult Basic Education for South Dakota, from 1967 through 1975, it was my pleasure to work with many people across our nation . . . but the bureaucratic level in Washington, I want to forget. Programming that originates in Washington must be decisioned at the Regional level as soon as possible . . . where needs are more closely understood and access to available Federal programs in Adult Education can be processed.

I have dealt with a problem for us in the foregoing paragraph which directly effects the manner in which our state can function with available resources. If the myriad of similar thrust programs could be put together in one house at the HEW Washington level we would be able to better serve the needs of our people with far greater "bang for the buck"! South Dakota, fortunately, through Vocational Education, Division of Elementary and Secondary Education and Higher Education do have cooperative ways of sharing and working with what resources are available for Adult needs for Continuing Education . . . and they could be far more effective for us at the local level if the intent of programs when formulated in congress do not exclude the rural segment of our nation! We are working beyond capacity now to find ways of helping our people . . . but if resources continue to be directed at the "big cities", heavy urban areas and the like and exclude the concept that a human is a human wherever he is . . . our job at the State and local level will become even more difficult. In making myself clear . . . I am proud of the rural agrarianistic people of our state and their tenacity to stand on the ground of self-help and preservation of dignity for each human . . . but give us the opportunity to utilize those funding sources available to greatest advantage of solving our peoples Continuing Education problems.

It becomes a difficult task to put the kind of effort into change that change demands. Very often the real implications of a problem pass by and become clouded enough that they are forgotten. I wish to emphasize that the greatest resource this country has is its people! If this resource becomes stifled and is not allowed to culture as change in our society demands we in American will have credibility problems that will make our present dilemma seem mild. In your efforts as Congressmen make every effort to get those resources allotted to the people as soon as possible and listen to their needs. Government, as we well know, has grown and in many instances is becoming or has become an extreme management problem. The will of our people will prevail if they have the educational options at all levels to cope with change and make clear cut decisions which effect their lives. Continuing Education is one viable way that this great resource of humanity can come to for help. We believe in the preservation of the family as the core of life in America and we recognize the need to have strong communities functioning in a high order of Democracy internally.

Community Education is essential to the preservation of our way of life. Each area of our country and it's large or small towns and cities have to be treated as individual cases . . . and what way would be and is better to communicate than through the Regional concept? Too many decisions are being made in Washington that should not be made which effect directly the lives of individual people . . . and the level of Washington is becoming more and more remote from the individuals problems. The rural State of South Dakota will continue to help feed the nation and serve its people . . . and it is therefore our intent to continue the educational process designed to meet the adult needs of our area with every bit of energy available . . . so please put what resources you have together and get them to us!

PREPARED STATEMENT OF DELBERT L. ERICKSON, SUPERVISING TEACHER OF UPPER SCHOOL, SOUTH DAKOTA SCHOOL FOR THE DEAF, SIOUX FALLS, S. DAK.

There has been a noticeable problem for the deaf in South Dakota, whether they be students at the South Dakota School for the Deaf or those adult deaf in the world of work, in getting proper vocational training. Such opportunities are limited for the deaf locally because there are no other means of services available, such as interpreting, etc. There is no vocational program being offered to the adult deaf either for improvement in job status or retraining for another vocation if one is caught in between permanent job employment or lay-off.

Why are there limited opportunities for such further vocational training for the deaf?

The answer: Communication Barrier.

The South Dakota School for the Deaf has a vocational program especially programmed for the deaf students and apparently it is the only program available to the deaf in the whole state of South Dakota. The courses offered at the school are rather basic in their nature. Students are encouraged to participate in all phases of vocational training at the school to give them basic skills in every vocational trade offered, as well as to acquire knowledge of different kinds of vocations.

Courses offered at South Dakota School for the Deaf are Graphic Arts, Industrial Arts, Home Economics, Occupational Skills, Upholstery, General Business, Typing and Art.

Since there are not many technical or college facilities available for the deaf, they pursue their further training in other states. Vocational training available closest to the state of South Dakota are St. Paul Technical Vocational Institute in Minnesota and Community College of Denver in Colorado. As for higher learning some students from SDSD matriculated at Gallaudet College in Washington, D.C. Prior to 1960 there was nearly no further training available for the deaf anywhere in the country except Gallaudet College.

Opportunities are now available for the deaf in other parts of the country but there is a limited opening in South Dakota, even for retraining when one is caught in a bind. If a deaf family man gets laid off from his job, i.e., automation, he would have to pull up his stakes and move to another state to seek another kind of employment or retraining.

From what source of financial assistance can this deaf family get to keep his family going while he retrains for another kind of vocation if they want to remain in South Dakota?

The State Vocational Rehabilitation Service had aided many deaf with training for better job opportunities and/or job placement. These deaf who benefit from the state vocational rehabilitation are mostly from the low income population or those who are unemployed. These deaf making more money do not get any help from the state vocational rehabilitation. This is because of regulations set forth by the government with the purpose of giving more aid to the low income earners to become more staid citizens.

For those higher income people who desire to improve their status of employment or advancement, the deaf find themselves at a disadvantage, i.e., a deaf person decided to enroll in either a college or a technical vocational school and he finds that he is paying twice as much as his hearing counterpart for the same course taken. Each would pay the same amount for tuition and the deaf person would have to pay more because he has to have an interpreter which would cost him at least $4.00 an hour and up to $7.50 per hour for a certified interpreter.

To illustrate how higher income deaf people are at a disadvantage, see Tables 1 and 2. Suppose that a family of two people with a total income of

$9,000 were to seek financial assistance. According to Table 1, the percentage is 105%. Looking at the fee schedule of Table 2 shows 105% to fall in the 101–115% category which indicates 80% copayment. This means that 80% is paid by the deaf person and 20% is paid by the government. If the same family of two earned $10,000 or more there would be no assistance.

For the deaf residing in South Dakota, it is quite fortunate for them to have a new service available to them which has been established a few months ago—the Communication Service for the Deaf. The CSD provides interpreting services to those deaf who need help with the medical, legal, and/or social work/job interviewing. Yet to much sadness for the high income deaf earners, the policy of aiding those deaf with the same service follows the policy set by the state vocational rehabilitation in limiting its service to the low income deaf people.

Here in South Dakota there is a big problem for the deaf in finding employment. It is due to the fact that many employers face the dual problem of learning to communicate with the deaf person plus trying to teach vocational skills on the job.

Information has been forwarded to me from the State Vocational Rehabilitation Service. Here are some excerpts:

"Most of the young deaf adults from South Dakota that go to vocational school go to St. Paul TVI. The annual cost of this is $2,805.00 per year. Right now there are five students from South Dakota that I know of but there are probably some from other areas."

"There are 25 different vocational trades in which the deaf were enrolled in last year. Highest number were enrolled (1) Machine Tool Processing and (2) General Office Practice. Graduates of these two programs will probably not return to South Dakota because (1) most jobs for machinists are found in more industrial areas and (2) deaf trained in General Office Practice usually must work in larger offices where interoffice communication is not so critical. I really do not know what percentage of TVI graduates return to South Dakota."

"I believe the education program at TVI is good for those who can get in. The problem is where do the people go that are not accepted for vocational schools."

South Dakota is a major agricultural state and it is almost impossible to find a training school for those deaf people who are interested in farming. In that respect, the deaf, with the training available to them, seek to find employment elsewhere. If there is a school which provides training in farming, the deaf would be able to get this training and remain in the state as farmers unless mechanized farming takes over the load from the small farmers.

Conclusively, where do the deaf residing in South Dakota stand at present and what will happen to them in the future?

Suggestion: More study should be administered to see what better possibilities can help the potential deaf worker to become a staid South Dakotan.

SOUTH DAKOTA MEDIAN INCOME[1] FOR TITLE XX ELIGIBILITY PURPOSES

Percent	Number of people							
	1	2	3	4	5	6	7	8
40	$2,600	$3,400	$4,200	$5,000	$5,800	$6,700	$6,800	$7,000
45	2,900	3,800	4,800	5,700	6,600	7,500	7,700	7,800
50	3,300	4,300	5,300	6,300	7,300	8,300	8,500	8,700
55	3,600	4,700	5,800	6,900	8,100	9,200	9,400	9,600
60	3,900	5,100	6,400	7,600	8,800	10,000	10,200	10,500
65	4,200	5,600	6,900	8,200	9,500	10,900	11,100	11,300
70	4,600	6,000	7,400	8,800	10,300	11,700	12,000	12,200
75	4,900	6,400	8,000	9,500	11,000	12,500	12,800	13,100
80	5,200	6,900	8,500	10,100	11,700	13,400	13,700	14,000
85	5,600	7,300	9,000	10,700	12,500	14,200	14,500	14,800
90	5,900	7,700	9,600	11,400	13,200	15,000	15,400	15,700
95	6,200	8,200	10,100	12,000	13,900	15,900	16,200	16,600
100	6,600	8,600	10,600	12,700	14,700	16,765	17,100	17,500
105	6,900	9,000	11,200	13,300	15,400	17,600	18,000	18,400
110	7,200	9,500	11,700	13,900	16,200	18,400	18,800	19,200
115	7,500	9,900	12,200	14,600	16,900	19,200	19,700	21,100

[1] Taken from 1973 State median income figures provided by Department of Health, Education, and Welfare. Figures shown above have been adjusted by family size and then rounded under the following formula: (i) 1 person—52 percent; (ii) 2-person family—68 percent; (iii) 3-person family—80 percent; (iv) 4-person family—100 percent; (v) 5-person family—116 percent; (vi) 6-person family—132 percent; and (vii) for each additional family member above 6 persons add 3 percentage points to the percentage for a family of 6.

Mr. PRESSLER. I call on either or both Vernon Thorson, chairman, division 03 general manager, Farmland Industries, or Kenneth "Bus" Sutter, Bureau of Apprenticeship and Training in Sioux Falls, to give a summary and, first of all, to introduce the panel or have them introduce themselves.

PANEL NO. 6—EMPLOYER, LABOR, AND MANAGEMENT: VERNON THORSON, DIVISION 03 GENERAL MANAGER, FARMLAND INDUSTRIES; HOWARD HOPPER, CODINGTON COUNTY IMPLEMENT; RAY RICCI, KBHB RADIO STATION; JOHN LAGING, PERSONNEL DIRECTOR, McKENNAN HOSPITAL; KENNETH "BUS" SUTTER, BUREAU OF APPRENTICESHIP AND TRAINING; JACQUE MEYERS, HENRY CARLSON CO.; AND FRANCIS McDONALD, STATE SECRETARY, STATE FEDERATION OF LABOR

Mr. THORSON. I am Vern Thorson, representing the agribusiness portion of this panel.

Mr. SUTTER. I am Ken Sutter, representing the Bureau of Apprenticeship and Training. I am primarily the support committee on vocational education in the State of South Dakota.

Mr. HOPPER. I am Howard Hopper. I am an independent farm equipment dealer in Watertown, S. Dak., and I am self-funded.

Mr. RICCI. My name is Ray Ricci. I am the advisory board member for Northwestern Vocational-Technical School and with Black Hills Broadcasting.

Mr. LAGING. I am John Laging from McKennan Hospital representing health care employees.

Mr. MEYERS. I am Jacque Meyers with the Henry Carlson Co., a general contracting firm in Sioux Falls. I am also involved with the carpentry apprenticeship training program in South Dakota.

Mr. McDONALD. I am Francis McDonald, secretary of the South Dakota State Federation of Labor, AFL, and president of Amalgamated Meat Cutters and Butcher Workmen of North America.

STATEMENT OF VERNON THORSON, DIVISION 03 GENERAL MANAGER, FARMLAND INDUSTRIES

Mr. THORSON. Good morning, congressmen and associates and fellow South Dakotans. I am pleased to be a part of this astute panel here. It is a pleasure to participate in these hearings.

Because I am employed by an agriculture-based company, I am, of course, most interested in the vocational agriculture education programs. But my testimony here will concern the overall subject of vocational education.

I would like to begin by making just a few comments concerning the role of the American farmer in our economy. We in the United States have the most efficient system of agricultural production known to man. Today, approximately 5 percent of our population live on farms, and yet, through the efforts of this very small percentage of our population, each farmer produces enough food and fiber to handle about 56 people. We do have tremendous efficiency there and effectiveness.

At the same time we have alluded here from time to time today in regard to agriculture, and we talk about the farmers. I would like to submit that that encompasses a much larger group than farmers.

As agriculture has expanded in the past few years, we have seen the demand for farmworkers increase. This has reversed temporarily the exodus of labor from farming.

It is most important for us to understand the need today of vocational education in our rural and our nonmetropolitan areas. Reversing a long-time trend, the population of rural areas and small towns in the United States is now growing faster than the population of the metropolitan areas. A recent report by the U.S. Department of Agriculture shows that the nonmetropolitan population grew by 4.2 percent from 1970 to 1973 compared with an increase of 2.9 percent in metropolitan areas. Officials say that the reasons for the nonmetro growth include more settlement there by retired people, as well as better job opportunities, expansion of State colleges, and increased recreational activities.

Better standards of living are dependent upon two important factors: an increased earning capacity for the great mass of our people and a better understanding of values. Vocational education aims at both.

For many people, increased family income lies in better vocational training.

It is equally true that vocational education enlarges the worker's vision and arouses within him a desire for progress. This, I think, is shown by the number of men and women who, by means of further training and education, raise themselves from the ranks of unskilled labor to take positions requiring management skills and responsibilities and they move into these other positions.

Vocational education can help the individual help himself.

The task of vocational education is to educate young people to perform their chosen tasks better; to understand the relationship of their particular work to the whole; to know what their labor is worth and demand a proper return for it, as well as to broaden their horizon so that both their money and their leisure time may be spent for things that are most worthwhile.

We are very much aware that some of our young people don't necessarily want to pursue a 4-year college career. There may be several reasons for this. Some simply are not financially able to attend college. Others feel that a vocational-technical education is available to them and will take less time. And I suppose we should also be realistic, too, in believing that some students may not have the capacity or the desire to pursue and successfully complete a 4-year college course.

Another positive benefit of the strong vocational program would be the emphasis on youth organizations. In vocational agriculture, agribusiness education, for example, the students can belong to the FFA, Future Farmers of America. They will be on the next panel. This organization has as its primary aim the development of agricultural leadership, citizenship and cooperation.

I feel, and it is my understanding, that all vocational youth organizations have similar aims and objectives.

I am sure that each of us would agree that these aims and objectives are very important characteristics that not only should be developed in our youth, but they are characteristics that are needed in order for each of us to be successful and happy both on the job as well as off the job.

Vocational education specifically designed for the interests of many young people seems to me to be extremely desirable.

There is little doubt that most jobs in the generations ahead are going to require persons who are much more skilled, better trained, and better educated than in the past. The total amount of vocational education provided by all institutions and agencies is undoubtedly going to increase.

This is true in agriculture and industry, where the workers who are going to be needed will have to have a high degree of skill as well as the capacity to keep their skills up to date, and the willingness to add new skills.

It seems evident that the need for vocational education is going to increase.

Organized vocational education is an efficiency device. It undertakes to do nothing that has not been done before. It merely strives to discharge the function more efficiently.

There are two ways in which vocational education functions. First, it conserves natural resources. It does this by promoting, disseminating, and transmitting skill, knowledge, and the results of invention, and by conserving human effort.

Second, it conserves human resources not only by conserving human effort but by promoting morale and intelligence.

Vocational education most needed is that which is designed to prepare workers for the more common occupations in which the great mass of our people find useful and gainful employment. Where I feel the most emphasis should be placed include the trades and industries, agriculture, commerce and commercial pursuits, as well as callings that might be based on a knowledge of home economics.

Expenditures for vocational education are wise investments which will yield large returns not only in education and social betterment for the individual employee but for the mass of the economy as well.

It is sufficiently obvious that the waste of labor by imperfect or improper employment can be largely avoided by vocational training in the elements of useful crafts.

There is a critical need for people to fill midmanagement positions in the agriculture industry, for instance, but specific training is needed in order that they might qualify or they might fill these positions most adequately. It is necessary to provide students, as I see it, with the skills to work in rural communities and enable rural people to remain in their own environment.

I cannot emphasize too much my personal feelings about the need for a strong vocational education program now and an even stronger program in the future.

Mr. SUTTER. Thank you.

STATEMENT OF KENNETH "BUS" SUTTER, BUREAU OF APPRENTICESHIP AND TRAINING

Gentlemen, we certainly appreciate the opportunity to bring to your attention possibly one of the only support committees on vocational education and apprenticeship, to my knowledge, in the United States, which is rather unusual.

The makeup of this particular committee consists of vocational education directors, the South Dakota Vocational Education Department, apprenticeship and training coordinators, and their supporters, labor, management, and minority groups.

Labor, of course, is represented by all respective unions throughout the State.

The management representation is the South Dakota Associated General Contractors, building chapter, the South Dakota Plumbing, Heating, and Cooling Contractors, the South Dakota Electrical Contractors Association and their affiliates, which we feel gives quite a broad concept of the employer who is eventually going to hire the people who come out of the vocational education courses.

The support committee has the opportunity, as an example, with labor and management, to go through the facilities, usually having the meetings where a facility is available, and the vocational education directors give us the opportunity to go through the facility and accept any comments that we may have, whether it be derogatory or it is a pat on the back, so to speak.

We have had very good relationships in that respect.

Now, what the support committee attempts to do, as you know, we are teaching and there are a considerable amount of young people here in the State of South Dakota. On the employer's level, we of course are putting this input into the committee to see to it that the employer gets the type of individual that he considers will work within his work force.

It is our opinion, of course, at that point that vocational education is primarily a preapprenticeship. They are not a completed quality product after the end of their training regardless of what some people may think. That is where the apprenticeship program comes into effect.

We feel that from the vocational education system, when they become employed as employees with an employer, we would like to interject the apprenticeship program to complete the program up to their journeyman status.

With that, I am confident that you will have some questions. I certainly hope so. That is a brief resume of what the committee consists of.

Thank you.

Mr. HALL. Mr. Quie, do you have questions you would like to ask?

Mr. QUIE. Who appointed the committee?

Mr. SUTTER. The support committee was appointed, in its inception, there was a group of people, such as the vocational education department, some of the unions, employer groups, who felt that we needed a committee within the State to kind of coordinate, so to speak, the vocational education training as well as the people going to work for employers. It was just formulated out of the clear blue sky, so to speak. It is an open meeting. We have a chairman, a secretary. People come and go as they see fit.

Anyone who comes to the meeting, of course, we send them a meeting notice, and the minutes of the previous meeting, and encourage them to come back.

We have had very good success on that basis, but no one group or no one individual started the program in its inception.

Mr. QUIE. Is anybody on that group a part of the State advisory council?

Mr. SUTTER. They are certainly welcome, let me say that. I think probably Ike can bear me out on that. He knows the people who are on the council more so than myself.

Mr. QUIE. Are any of your group on the State advisory council?

Mr. SUTTER. We have the representation—well, Cliff Schrader, who is with the Federation of Labor in the State of South Dakota, is president. He is on the State board.

Mr. QUIE. He is on the State board.

Mr. SUTTER. Right.

Mr. OLESON. At one time or another some of these people have served on the advisory council and vice versa. A majority of these people have been working with voc-ed clear back to the early days of the Manpower Development Training Act.

Mr. QUIE. Do you have any formal relation at all? What you discuss, do you transmit that either to the advisory council or the State board?

Mr. SUTTER. Not as much as we should. As a matter of fact, that is definitely one of our recommendations that we have some input with the various committees involved in vocational education.

Confidently, we do project this through Mr. Oleson's office, and I am confident that he, in turn, relates this message on to the various committees throughout the State.

I think, and personally I would hope, that we would be able, in getting the data throughout the State is the need in one specific area and possibly the overproduction in another area, somehow or other we are going to have to tie this thing together. After all, we can train a lot of people but if we don't have any positions for them, we are going to have a lot of partially trained unemployed.

This is type of thing this committee wants to minimize or completely annihilate. We want to keep everybody employed who has the opportunity.

Mr. QUIE. The people are pretty much the industrial side of it on the committee, is that right, labor and the industrial side?

Mr. SUTTER. Pretty much half and half.

Mr. QUIE. Do you have retail people?

Mr. SUTTER. We have some retail representation.

Mr. QUIE. How about Retail Clerks?

Mr. SUTTER. No.

Mr. QUIE. The gentleman from the AFL-CIO, Mr. McDonald, what are the groups that are on there of your organization, the State federation?

Mr. McDonald. On the State board of vocational education——

Mr. Quie. No, no; here.

Mr. McDonald. "Bus" Sutter, for one, came out of the Carpenters organization. I believe Norm Melan, an international representative of the Carpenters, acts on the committee as well as others.

Incidentally, I believe we have from industry Richard Wagner, who is a butcher by trade on this State committee.

Mr. Quie. How about as programs develop, say there's a program that people want to develop in the area of vocational-technical school and it might be in one of the areas of apprenticeship programs. How does this committee get involved then as compared to the way it is now? You have to get approval, I understand.

Mr. McDonald. We would approach it from the vantage point of our representative, Mr. Clifford Schrader, who has a considerable amount fo expertise in this field and related fields, and has been quite successful in making himself heard on the committee.

Mr. Quie. That is through the State board?

Mr. Oleson. That is right.

Mr. Quie. What are the skill areas, for which there is no student program in vocational-technical schools, because you feel or the people in organized labor feel that you have a sufficient apprenticeship program operating now?

Mr. McDonald. Normally, of course, those programs, we feel, have to dovetail. However, on occasions we feel that the vocational education situation ought to be expanded and, then, of course, we have to also review our priorities on occasion.

For instance, it makes no sense to come up with 250 skilled carpenters out of vocational education when we can only place 30 when some other trade or profession or, for instance, the health programs are crying for assistance. In other words, sometimes we are a little slow in reviewing our priorities.

Once people get into programs they seem to think that it is an on-going situation whether we need help or not. There certainly—and I agree with Mr. Sutter, there certainly is no need of flooding a field with skilled artisans if there are no jobs.

One of our problems now, of course, is the economic situation and a reversal in housing trends and so forth. We simply don't need them now. Some years from now, this may not be true.

Mr. Quie. So you would put the skills, what you called the "artisan skills," in the area where you have an oversupply?

Mr. McDonald. That is correct, at the present time.

Mr. Quie. Is there any other area, other than that? Is that pretty much it?

Mr. McDonald. That is pretty much it.

Mr. Quie. How about in meatpacking? Is there a sufficient number there?

Mr. McDonald. There are. We have a program of training our own and agree in contracts with the employer to do it, and we have no problem. We train our own skilled artisans.

As a matter of fact, in the particular plant where I am employed we have a maintenance crew of 225 people, in all of the crafts.

Mr. Quie. How about the area of heavy equipment operators? The gentleman next to you, Mr. Meyers, how is the situation there? Do you need additional people now? As I understand that, you have a training program in that.

Mr. Meyers. We are engaged in the light construction or building construction, so we don't hire heavy equipment operators, as such.

I would like to say in the construction trades, one of the problems with being employed in construction is the seasonal nature of employment. At this time there are probably a lot of men who are trained and looking for work but last summer it was just the reverse. We couldn't hire enough. It is a matter of supplying.

We still need the men and there is a need in the industry for trained men in all phases of construction, but because of the season nature, at times it doesn't appear that way.

Mr. Oleson. I just wanted to comment on that. In the State of Minnesota, we have been sending most all of the CETA clients up there. The cost of it is prohibitive.

Mr. Pressler. I want to pursue a little bit your line of questioning as to where we have a shortage and surplus presently in terms of vocational needs. What about hospitals? We have someone from McKennan Hospital, Mr. Laging.

STATEMENT OF JON LAGING, PERSONNEL DIRECTOR, McKENNAN HOSPITAL

Mr. Laging. We have seen a great deal of work in this area, and a betterment of our situation. There are some fine LPN programs throughout the State.

I think some of the less technical areas such as technicians where you don't have to spend perhaps a year in vocational training but rather 6 weeks or 3 months, I think there is a definite need there. At the present time the health care employers are bringing these people in and training them on the job.

Mr. Pressler. But is there a surplus being trained in your area of any type that you would be interested in hiring?

Mr. Laging. No, I don't believe so. I think the LPN situation has reached a good foundation, a good level.

Mr. Quie. I guess I asked you this, Mr. McDonald. One of the things that struck me is the capability of people who are working in a particular skill and then spend some time teaching. They really don't leave and teach the rest of their life but they spend some time teaching. To what extent is that fostered?

I recognize that you have problems in secondary schools that you don't have in the postsecondary and, of course, there are a number of people who are laboring men and women who have a knack for teaching and a particular way of showing their skills. To what extent is that coordinated?

Mr. McDonald. We have some of that, Congressman, and it has been rather successful. We have had some leave the craftsman's field to go into full-time voactional education teaching.

As far as we are concerned, it works out very satisfactorily because in most of these cases the individual who goes into vocational education has a working background of the trade, they understand the rules, and they've had the experience of working at it.

This serves, I think, an excellent purpose, does a great job.

Mr. Quie. To what extent are you involved with the students and helping with guidance and counseling so that they can find what kind of jobs they might want to go into? Some of you will be going to the school and just talking to them on career day. The other one is kind of the work experience, being able to at least get out there and have some "hands on" relationship with an occupation. Have you worked anything out like that, spent a few days out there on the job?

Mr. Meyers. A lot of people in the construction industry who eventually become skilled tradesmen start out as common laborers. They get their baptism in that manner and they see what the other trades are doing and develop an interest. Then they come to the employer or the union and they ask how they can better themselves and gain more skill. Then we steer them into the apprenticeship program which in South Dakota is aided by the vocational education people.

Mr. Sutter. To add to that, if you don't mind, we constantly go to the vocational education schools and, again, with the new cooperation of the directors, as a matter of fact, they have cooperated with us 100 percent as well as Mr. Oleson's office, giving us the opportunity to project the message to these particular individuals.

We will cite on example, and, of course, it works the same with all trades and services. In the carpenter area, again we have quite a unique program. The carpenters' set of standards is on a statewide level. We also have local subcommittees who do the selecting in the larger towns throughout the State.

At one time, and not too long ago, I would say possibly prior to 1950, there was only two areas that you could enter an apprenticeship program in the State of South Dakota and that was Sioux Falls or Rapid City. That was the only two places that had joint apprenticeship training committees.

We realized that we were not servicing this individual in Aberdeen and some of the other surrounding areas so by establishing the State Joint Apprenticesship and Training Committee, we now have gone from 30 apprentices to 130 apprentices. We have apprentices within every locality within the State of South Dakota.

We also, under our selection procedures that are provided in the set of standards, definitely require that the local subcommittees who are selecting the apprentices, No. 1, send a letter to Mr. Oleson's office who, in turn, sends this information to the various vocational education schools throughout the State indicating that they will be selecting apprentices on such and such a date.

Now, this isn't all apprenticeships, but I am specifically referring to this one particular program, which is carpentry.

This information also goes to the local schools. It goes to the minority areas.

As an example, and I would just like to briefly mention what we have done on the Indian reservations, this has come up throughout this entire day and I would like to tell you what we have accomplished.

This type of information is projected throughout the State. As an example, if the individual comes out of the Aberdeen area and would like to go to work with the Aberdeen contractor, he certainly could. He would be put on the list and they are selected from the man who receives the top grade and works on down. It is from a restricted pool of eligibles.

If, in fact, the individual who is applying needs a little additional education, he is told so. He can pick this up wherever the case might be, usually in the local school area.

I would like to mention, as an example, some of the programs that have been effective and have been instilled in the Indian reservations.

The Associated General Contractors, members of the Associated General Contractors Association, building chapter, and their members have agreed, as an example, if they are working on an Indian reservation, they are doing housing or whatever the case might be, they have agreed to hire the minority right on that particular reservation.

We have had programs where we have sent these individuals to 3 months of related construction courses, January, February, and March, and then put them to work with the contractor on that particular job. We have two workable programs at the present. One is up at McGlaughlin, as an example. We have 15 Indian carpenter apprentices up there.

We are constantly working on the Indian reservations. The information is given to the central location in Pierre, S. Dak. , and the Bureau of Indian Affairs and they, in turn, put the information out to the particular area of selection, so we are covering it quite broadly.

Probably the unique part of this particular program, and again I think it is possibly the only one in operation, going to the effect I attended the Rocky Mountain Apprenticeship Conference in Las Vegas last year, and the contractors there couldn't comprehend how we were accomplishing this type of a program in the State of South Dakota where we deal with union, nonunion.

On the local subcommittee level it is primarily nonunion. In your areas of bargaining agreements it is completely union. It is working out quite well. I think Jack can elaborate on that because Jack is sitting on our State carpentry joint apprenticeship training committee. It is functioning very well.

As a matter of fact, we have some other people in other States who would like to adopt this type of a program.

Mr. QUIE. That is certainly an excellent idea. What you have done voluntarily is what some of us tried to get going.

Mr. SUTTER. It took 2 years to get us in the same room. I can assure you of that. And then another year to get the standards adopted.

Mr. QUIE. I certainly want to commend you.

Let me ask you one other thing. It is my understanding, in consumer homemaking one of the reasons why we see such beautiful equipment and the low cost of the program per student is that equipment is furnished by the industry.

It is an advantage to them, I suppose, because the people taking the home ec courses are working on new stoves and refrigerators and all. They probably would buy some new stoves and refrigerators when they become homemakers. It is good advertising.

To what extent does that occur elsewhere, where equipment in furnished by industry, so that it is more up to date?

Mr. HOPPER. In farm equipment, in the vocational school in Watertown, many of the manufacturers of farm equipment have shipped in either engines or equipment, Allis-Chalmers I think, a whole tractor, and such as that. They do help. They help with manuals and such as that.

They are interested in having good servicemen trained. That seems to be our only source in South Dakota.

Mr. QUIE. How about the automobile?

Mr. OLESON. It is very effective. Insurance the same way, all of the major companies.

Mr. QUIE. Thank you.

Mr. PRESSLER. I think Al has asked a lot of the questions I am interested in.

I would like to address a question to Howard Hopper, of Watertown. I have looked through your testimony and I think it is interesting that your business was in part built up and developed as a result of having a good vocational school in your area.

Mr. HOPPER. Yes; I have two implement businesses. One is 30 miles away and I got almost "lousy" help there in comparison to Watertown, and the vocational school is strictly the difference. I am trying to hire people there and can't.

Yet in Watertown I have fine people, very good.

Mr. PRESSLER. What is the reason? 30 miles is not very far.

Mr. HOPPER. We bring these kids in from out at Faulkton and wherever. They've been on a farm. They get to Watertown and they meet the girl. He gets a job and she gets a job, and they're not going to move to Clark.

Mr. PRESSLER. What about mechanics? These fellows of good quality, you say they are here, do they stay with you? You say you hire one or two each year. Apparently, some are quitting. What becomes of them?

Mr. HOPPER. One boy went back to farming. I promote them. The finest young salesman I know in the implement business works for me and he is a mechanic. He has been with me about 4 years. Everything about him is great. We do promote them.

Some quit, some go elsewhere. They get more money. They go to these little towns that really have to buy them to get them.

Mr. PRESSLER. I will just say that you sell a very good brand of farm machinery.

Mr. HOPPER. I saw you on television riding one of them.

Mr. PRESSLER. Is this the fellow from KBHB—Ray?

Mr. RICCI. Yes.

Mr. PRESSLER. What sort of DECA students do you hire?

Mr. RICCI. Basically we use some of the clerical skills. This is where we take the girls into our operation. I feel they have worked out quite well.

Closer I am to the electronics division of the Northwestern Vocational-Technical School. We have had tremendous success with graduates out of the electronics division.

Back to a question, I believe, that was asked by Congressman Quie a little while ago, our two-station facility is available to the electronics department for whatever they need it for other than taking it over. For instruction and practical application they use our facility.

We have at this time a membership of 48 students in the electronics division under three instructors. We have just had a request from Control Data Corp. for five technicians which, at this time, we cannot fill.

We are placing close to, in the area of, 10 to 15 students per year through Control Data, through the Microwave companies to the CB radio operations, and we can't fill the need with qualified people. We are very happy about it.

Mr. PRESSLER. I think Al has covered most of the question areas that I had listed here.

Mr. HALL. Mr. Jennings, do you have questions?

Mr. JENNINGS. No, sir.

Mr. HALL. I don't think I have any. They have all ben pretty-well covered, I think.

Thank you very much.

[The statements in connection with the presentation of panel No. 6 follow:]

PREPARED STATEMENT OF HOWARD C. HOPPER, CODINGTON COUNTY IMPLEMENT, WATERTOWN, S. DAK.

The following testimony will give many reasons why I feel vocational education is vital to the people in South Dakota, the labor force, the businesses and the farmers. I own a retail farm equipment store. I sell and service farm machinery. I sell several lines of machinery, but John Deere is my main line.

Twelve years ago when I bought this business it was run down. The problem was lack of service people. I struggled for several years. I hired the best service people available but none were good and soon they left. This hurt my business but more so it hurt the farmers. They had breakdowns during harvest and nobody to repair the down equipment.

In 1966 the Lake Area Vocational-Technical School graduated a class of farm equipment diesel mechanics. I hired two and each year after that I hired one or two. From that day on my business has grown. It is now six times larger than when I purchased it. I now employ ten vocational graduates of which two have been promoted to sales positions.

The average new tractor we sell costs the farmer $25,000, with a few selling for $49,000. It takes a skilled technician to service these machines. The only available source is from a vocational school. The way agriculture is geared today we have to have trained service personnel. With service people like I had ten years ago my business would fail fast, putting thirty people out of work.

The above example is only mine. I could give many more examples of businesses that parallel mine. Without service to agriculture our area is in trouble.

We need more vocational education in South Dakota. Already our area is a better community because of vocational trained people.

I thank you for the opportunity to appear before you.

PREPARED STATEMENT OF JACQUE MEYERS, HENRY CARLSON CO., SIOUX FALLS, S. DAK.

I represent a company engaged in the business of general contracting, principally in the construction of commercial, institutional and industrial type buildings as opposed to residential construction. We employ many persons of different skills which may be broadly classified as carpentry, ironwork, cement work, masonry work and construction equipment operation.

Traditionally the construction industry has trained its own manpower, on the job, through a system of apprenticeship which might be carried on by a single employer, a group of employers or an employer-union combination. Most of the building trades receive their training in this way, and many of the programs are formally organized and include classroom instruction.

In South Dakota, there are formal apprenticeship programs in two of the classifications listed above, carpentry and masonry. As far as I know, carpentry is the only classification, of those listed above, which is offered in the South Dakota vocational education, and since I am involved in the State Joint Carpentry Apprenticeship program, I will confine this statement to carpenter training. Other building trades programs operate similarly.

Carpentry training, under the Joint Apprenticeship Committee, consists of four years of on the job training, for which the trainee is paid, by his employer, on an increasing scale as he completes his training and his skill increases. Along with the on-the-job training the trainee is required to complete a specified number of hours of classroom instruction on his own time. The instructor, who in many cases a voc-ed instructor, is paid by the Apprenticeship Committee and the Vocational Education Department on a 50–50 basis. The classroom is provided by Vocational-education who also provides shop space for a nominal fee. Funds for the Apprenticeship Committee are provided by the Contractor/Employers based on the number of carpenters they employ. The Voc-ed people have been extremely helpful in this program.

Some contractors for one reason or another prefer to train their own people, and run "in house" training programs; some even including classrooom instruction. While these programs don't qualify the trainee to be employed as an apprentice on federally funded projects, they produce a good number of carpenters. By far the majority of carpenters working in South Dakota have been trained in the joint program or by individual contractors.

The Division of Vocational-Technical Education oers a carpentry training program which I believe is two years in length. As near as I can determine, very few of the people who complete this training actually become working carpenters. The reason seems to be that the classroom-shop training without the on-the-job aspect does not equip them to handle jobsite situations and most employers find additional training is necessary. In most cases the voc-ed graduate is enrolled at some level in the apprenticeship program being given credit for what he knows, and proceeds to learn his trade from that point on. Also, many contractors feel that the vocational education carpentry is oriented toward residential construction and the graduate has no ability to work in commercial construction.

It is generally agreed among construction employers that we must train more people in the building trades first because the industry is expanding, and, second, because the average age of skilled tradesman is rising as young people aren't being brought into the trades in sufficient numbers. There are suggestions that we not try and train the "complete craftsman" but offer units of subskills, each of which would make the person employable, and a combination of which would make him a more valued employee. The trainee would progress through the various units as far as his ability and initiative would take him.

Many contractor-employers feel that vocational education could play a bigger role in supplying their skilled manpower requirements but all agree the training programs will have to become more responsive to these requirements than they presently are. Until that happens skilled construction workers will con-
in the industry by custom and also in some cases by contractural agreement.
tinue to be trained by the apprenticeship method which seems firmly entrenched

As stated above, we are not training sufficient numbers of people to counteract the demands of expansion and the loss of older men by retirement. Increased emphasis should be placed on encouraging young people to consider the construction trades as a vocation.

PREPARED STATEMENT OF JON W. LAGING, PERSONNEL DIRECTOR, MCKENNAN HOSPITAL

Mr. Chairman and members of the subcommittee: I was asked to represent the health care community employers in responding to the need of health care vocational training in South Dakota.

May I first state that we in the health care field are very pleased with the is and feel they are doing a fine job for both the students and the state. For example, we feel that the Southeast Area LPN Program is one of the finest of its kind.

However, I believe that there are work fields that are not now being covered by vocational training that would be beneficial to both health care employers and prospective employees in the state.

To my knowledge there are no vocational programs in South Dakota for the following position: Operating room technicians, ward clerks, dietary workers, housekeeping aides, medical electronic technicians, pharmacy clerks, physical therapy technicians, and orthopedic technicians.

It would appear that the above needs are not being filled for the prospective workers or employees in South Dakota. I believe that some form of federal funding along with the willingness of health care employers to provide clinical settings could help meet his lack of vocational programs.

I would like to make three further suggestions:

1. That state and local educators be allowed to disburse federal funds to meet student and employer needs without earmarking by the federal agencies as to specific vocational funding.

2. I would suggest continued funding of the present programs which are meeting a portion of the vocational educational needs of South Dakota.

3. The further funding of Eastern South Dakota C.H.E.S., an arm of R.M.P. under H.E.W. C.H.E.S. has proven itself an effective means to provide continuing vocational education to employees in the rural health care facilities of South Dakota. The C.H.E.S. program is slated to terminate June 30, 1976 because of lack of funds. I would recommend that either C.H.E.S. or a similar program be continued.

I wish to thank the Chairman and members of the sub-committee for the opportunity to present my testimony.

PREPARED STATEMENT OF VERNON THORSON, DIVISION GENERAL MANAGER, FARMLAND INDUSTRIES

Good morning! My name is Vernon Thorson, Division General Manager for Farmland Industries here in Sioux Falls. Farmland is a regional manufacturing and marketing cooperative headquartered in Kansas City, Missouri, providing petroleum, fertilizer, feed and farm supplies to 2,100 local cooperative association in 15 Midwestern states.

It is a pleasure to participate in these hearings and discuss some of the reasons why vocational education is more important today than ever before.

Because I am employed by an agriculture-based company, I am most interested in vocational agriculture education. But my testimony here today will concern the overall subject of vocational education.

I would like to begin by making a few comments concerning the role of the American farmer in our economy. We in the United States have the most efficient system of agricultural production known to man. Today, approximately five percent of our population live on farms, and yet, through the efforts of this small percentage of our population, each farmer produces enough food and fiber each year for 56 people.

As agriculture has expanded in the past few years, we have seen the demand for farm workers increase. This has reversed, temporarily, the exodus of labor from farming.

It is most important for us to understand the need today of vocational education in our rural and non-metropolitan areas. Reversing a long-time trend, the population of rural areas and small towns in the United States is now growing faster than the population of metropolitan areas. A recent report by the U.S. Department of Agriculture shows that the non-metropolitan population grew by 4.2% from 1970 to 1973, compred with an increase of 2.9% in metropolitan areas. Officials say reasons for the non-metro growth include more settlement there by retired people, better job opportunities, expansion of state colleges, and increased recreational activities.

Better standards of living are dependent upon two important factors, an increased earning capacity for the great mass of our people and a better understanding of values. Vocational education aims at both.

For many people, increased family income lies in better vocational training.

It is equally true that vocational education enlarges the worker's vision and arouses within him a desire for progress. This is shown by the number of men and women who, by means of further training and education, raise themselves from the ranks of unskilled labor to take positions requiring management skills and responsibilities.

Vocational education can help the individual help himself.

The task of vocational education is to educate young people to perform their chosen tasks better; to understand the relationship of their particular work to the whole; to know what their labor is worth and demand a proper return for it, and to broaden their horizon so that both their money and their leisure time may be spent for things that are most worth-while.

We are very much aware that some of our young people don't necessarily want to pursue a four-year college program. There may be several reasons for this. Some simply are not financially able to attend college. Others feel that a vocational technical education is available to them that will take less time. And I suppose we should also be realistic, too, in believing that some students may not have the capacity or desire to pursue and successfully complete a four-year college course.

Another positive benefit of the strong vocational program would be the emphasis on youth organizations. In vocational agriculture/agri-business education (for example) the students can belong to FFA (Future Farmers of America.) This organization has as its primary aim the development of agricultural leadership, citizenship and cooperation.

I feel, and it is my understanding, that all vocational youth organizations have similar aims and objectives.

I'm sure that each of us would agree that these aims and objectives are very important characteristics that not only should be developed in our youth, but they are characteristics that are needed in order for each of us to be successful and happy both on the job as well as off the job.

Vocational education specifically designed for the interests of many young people seems to me to be extremely desirable.

There is little doubt that most jobs in the generations ahead are going to require persons who are much more skilled, better trained and better educated than in the past. The total amount of vocational education provided by all institutions and agencies is undoubtedly going to increase.

This is true in agriculture and industry, where the workers who are going to be needed are those who have a high degree of skill, the capacity to keep their skills up-to-date, and the willingness to add new skills.

It seems evident that the need for vocational education is going to increase.

Organized vocational education is an efficiency device. It undertakes to do nothing that has not been done before. It merely strives to discharge the function more efficiently.

There are two ways in which vocational education functions. First, it conserves natural resources. It does this by promoting, disseminating, and transmitting skill, knowledge, and the results of invention, and by conserving human effort.

Secondly, it conserves human resources, not only by conserving human effort, but by promoting morale and intelligence.

Vocational education most needed is that which is designed to prepare workers for the more common occupations in which the great mass of our people find useful employment. Where I feel the most emphasis should be placed include the trades and industries, in agriculture, in commerce and commercial pursuits, and in callings based upon a knowledge of home economics.

Expenditures for vocational education are wise investments which will yield large returns, not only in educational and social betterment for the individual employee, but for the mass of the economy as well.

It is sufficiently obvious that the waste of labor by imperfect or improper employment can be largely avoided by vocational training in the elements of useful crafts.

There is a critical need for people to fill mid-management positions in the agriculture industry, for instance, but special training is needed to fill them adequately. It is necessary to provide students the skills to work in rural communities and enable rural people to remain in their own environment.

I cannot emphasize too much my personal feelings about the need for a strong vocational educational program now and a stronger program in the future.

PREPARED STATEMET OF NORMAN D. NEILAN, GENERAL REPRESENTATIVE, UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA, PIERRE, S. DAK.

The American trade union movement has advocated from its very beginnings: the best possible schools for students of all ages. Long before there was any system of free, universal public education, the 1829 platform of the Workingman's Party urged the nation to establish schools that would "unite under the same roof the children of the poor man and the rich, the widow's charge and the orphan, where the road to distinction (would) be superior industry, virtue and acquirement, without reference to decent".

As in general education, the labor movement has a long history of support for vocational education. Many concepts and principles embodied in the first legislation on vocational education—the Smith-Hughes Act of 1917—can be found in resolutions passed at the AFL convention in 1911. Samuel Gompers, the founder of the AFL, was one of the drafters of this Act.

Labors' reason for continuing concern for a system of vocational training that can adequately meet the changing job requirements is its understanding of the value of education to the individual and to the strengthening of democracy. A part of that value is economic. Training for work is indespensable for attaining the economic and social goals of our democratic society.

Labor sensed very early that there was a relationship between education and economic opportunity and today there is an enormous accumulation of evidence to substantiate this. Workers with less than seven years of formal education average less than $250,000 in life-time earnings; each additional year's schooling raises that average. College graduates earn about $900,000 in their lifetimes—or 277 percent more than the elementary school graduate.

Nations in the world which are rich in natural resources but low in educational attainment are poor nations. On the other hand, nations such as Switzerland and Sweden, which are relatively low in the amount of their natural resources but high in their educational attainment, enjoy relatively high standards of living. There is, of course, no one single factor which accounts for economic growth, but the conclusion is inescapable that a better educated population has a considerable influence.

What is true among nations is equally true among geographical areas of the United States. Those states in which the population has the highest educational attainment are also the states in which per capita income is highest.
est.

What is true of nations and states is true of neighborhoods. Those having lowest level of educational attainment also have the lowest family income and the highest rate of hard core unemployment. Low levels of education are self-perpetuating since those neighborhoods also have the highest percentage of school drop-outs.

There is simply no question that money spent for education is not a social cost but an essential form of investment in economic growth.

Current projections indicate that over the next decade, U.S. colleges and universities will graduate more men and women than will be required for jobs related to their specific education. On the other hand, some twenty-five percent of the U.S. young people will fail to graduate from high school.

Because of projections like this, new emphasis should be placed on vocational education and the task of equipping people with the skills necessary to function in the work-a-day world.

If vocational education is going to be successful in its responsibilities to exert leadership in the preparation of youth for employment, they must be cognizant of the nature of the society for which they have to educate and train young people. Machines replace human ditch-diggers, the mass production worker loses out to automated production lines, the unskilled office workers to data processing machines and the entire workforce undergoes upheavals from changes in technology and national and international commerce.

Analysis substantiates the need for more skilled and fewer unskilled workers—more white collar and fewer blue collar workers, more workers in the service sector than in production sector.

Thence, we not only have to train our youth in the skills required for the skilled occupations, but also to teach unskilled workers new skills that they did not acquire in school.

To teach new skills to unskilled workers is a much more difficult task than to develop qualifications for skills in young people who are being trained by competent teachers in modern schools with modern machinery. Consequently, new training techniques are required, including ways to give unskilled workers the general education they need so badly in order to acquire new skills. The socio-economic disadvantaged and the physically and emotionally disturbed must be taught to prepare themselves for useful work. (one-third of all persons called by the Armed Forces failed the Qualifying Test)

Schools must be sufficiently flexible institutions to prepare a variety of students with a variety of needs and interests for their role in society. Young people looking forward to higher education must be able to study those subjects which will prepare them adequately for their future work in the colleges and universities. Those young people who do not look forward to higher education must be able to learn in their schools vocational skills which are realistically related to the needs of modern industry. Schools must treat skilled workmanship as something as worthy of our best young people as is pre-professional training.

The growing technology of the space age is being adopted to a broad variety of industries from the health field to the machine shop, dictating a constantly updated vocational educational system rather than one related only to training in traditional courses. The new adult education must be related to updating skills for workers already possessing broad job experience.

We need professionally qualified teachers, skilled in the use of new methods of teaching, competently trained in the subject matter of their class, and paid a salary which will afford a family standard of living comparable to that enjoyed by other professional people in the community.

The school should also attempt to influence the students in proper course selection through guidance counseling and aptitude testing. Counseling is essential if students are to make a wise choice of occupations. They should be appraised of the variety of job opportunities and information about the job demands and training required.

Presently, the staff of full-time guidance counselors in public schools is entirely too small. The problem becomes still more serious when considering the even more limited number of counselors who are really well qualified to provide vocational guidance services. The most efficient utilization of human resources occurs when persons preparing for employment aspire to jobs which match their interest and their capacity for success in such jobs. At the same time, the number of persons in each occupational category who receive such training ought to be self-limiting in view of the relative employment potential in that field. This suggests the need to provide a system of vocational guidance in which individuals will be helped to choose the most appropriate occupational goals for training from among the available job opportunities.

One of the most important tests of the effectiveness of the vocational educational program is to determine whether the students have been able to obtain jobs related to their field of study.

Placement figures are affected by the specific course pursued, the student's motivation for following through on the training, the race and sex of the graduates as affected by discrimination, and more than anything else—the overall economic environment in terms of total demand for workers.

Educators, parents, representatives of management and labor, and government officials, both on a local and national level, face the challenge of developing action programs within the near future if unemployment is not to escalate from a major problem of our society to a national calamity with far-reaching and long-time social and economic implications.

One such program is CARPENTERS' ACTION PROGRAM (CAP) proposed by William Sidell, General President of the United Brotherhood of Carpenters and Joiners of America, AFL-CIO, to meet the crisis in housing.

It is a bold proposal and bound to be controversial. Yet as daring and sweeping as it is, it is not without precedent. Page #7. . . . The Proposed (CAP) Solution—Toward a Substitute or a Supplement . . . and sheet covering Cost Components of a Single Family House, have been reproduced and attached hereto.

The exorbitant interest rates which are destroying the housing industry and creating massive unemployment are also eating into the operating funds of local school districts by drastically reducing the tax base which provides money needed in the classroom.

After a decade in which local school costs increased by more than 200 percent, the property tax is nearly exhausted as a source of revenue for public education. Vocational education programs in the public school system cost federal, state and local governments about $3 billion a year. Over 85 percent of the cost is paid for by state and local governments, with the federal government contribution amounting to approximately $500 million.

To insure that the workforce is capable of efficiently performing the changing methods of current and new occupations brought about by technological development and dynamics of our society, the [illegible] government must assume an expanded financial role. This includes an expansion of the present authorization, with a continuation of categorical funding.

The challenges vocational education will have to meet can only be done through detailed planning and adequate projections.

The nation's vocational education programs need to be integrated into an overall manpower-vocational training approach to provide America with workers whose skills are matched to tomorrow's jobs. That includes further adult training and retraining.

Vocational education must be regarded as equal to general education—not as a substitute for higher education, but for those who have a desire to qualify for the opportunities in American industries. Occupational specialization cannot be acquired without a sound, basic education. Both are needed to acquire a high degree of resourcefulness, imagination and work performance.

To achieve this educational goal, we need teachers and counselors who know the world of work—beyond the mere physical layout of an industrial plant. The teachers inspired by imaginative research must be able to use modern teaching methods in a well-equipped school.

While only sound economic policies can determine how many jobs will be available, vocational education will have to prepare the workers to acquire the general education and skills necessary to find and hold a job. If the country is in a recession, as it is now, no amount of skill training will create jobs.

Vocational education can meet these challenges only by an adequately expanded, long-term financial commitment from the federal government. Also, overall economic policies must be pursued to change the economic picture and expand the economy to provide more job opportunities.

Labor unions are proud of the role they played sixty years ago in awakening the nation to an understanding of the importance of vocational training. We have continuously supported training as a means to help workers—regardless of age, creed, color or status—compete for available jobs. But, we have also cautioned repeatedly—that training without job opportunities serves no real purpose other than to fool the public and to frustrate the trainee, which constitutes a con game producing social dynamite.

It is our hope that as industry expands, workers who have qualified themselves to become an integral part of industry will find opportunities of reward available to them, making it possible for America to be both a benefactor and a beneficiary as a result of its interest in vocational education.

THE PROPOSED (CAP) SOLUTION—TOWARD A SUPSTITUTE OR A SUPPLEMENT

Our nation must place a higher priority on providing "a decent home in a suitable living environment for every American" which is now a quarter-century-old national goal that is still far from being fulfilled. Now is the time to create a new Federal Housing Agency empowered to effectively meet our future national housing needs. Sufficient funds and legislative authority should be provided the FHA so that it can control and dispense a coordinated national program of residential mortgage financing to provide a steadily increasing level of new residential mortgage commitments at interest rates that people can afford. Specifically we propose:

1. The financing involved in the housing industry be removed from the market place and be placed under the regulation of the federal government.

2. *A new* Federal Housing Agency be established, funded and empowered to provide mortgage financing at interest rates not to exceed 5%; made available to households with an annual income of $20,000 or less.

This proposal involves mortgage loans—not grants—and all funds will be repaid the Federal Government with interest.

There are multiple benefits from this proposal. First, millions of working Americans would be able to purchase homes who otherwise would lack sufficient income to do so. Second, the domestic housing industry would receive the type of consistent funding needed to prevent the boom-or-bust cycles in the industry. Consequently, thousands of small builders and subcontractors who go out of business during "bust" periods would have a better chance to survive and contribute to the ultimate housing solution of building houses. Also, the elimination of the boom-or-bust syndrome would help the housing industry build better quality housing that would last longer. Third, the higher level of housing construction activity would provide more than a million jobs directly and indirectly. Moreover, the taxes that the additional employed workers would pay would increase tax revenues of federal, state and local governments. Fourth, the higher level of employment and housing construction should help reduce federal, state, and local welfare payments and housing subsidies of all kinds.

COST COMPONENTS OF A SINGLE FAMILY HOUSE

[Contruction financing cost up most. Labor cost up least]

	Percent of total cost [1]	1969 [2]	Percent of total cost [3]	1975 [4]	Percent change
Land	22	$5,630	25	$9,400	+67
Financing	7	1,790	10	3,760	+110
Overhead and profit	13	3,330	13	4,888	+47
Labor	17	4,430	15	5,640	+27
Materials	37	9,400	32	12,032	+28
Other	4	1,020	5	1,880	+84
Total	100	25,600	100	37,600	+47

[1] Based upon a study of the various components of cost by the NAHB for single family homes in 1969.

[2] Based upon the median selling price of a single family house in 1969.

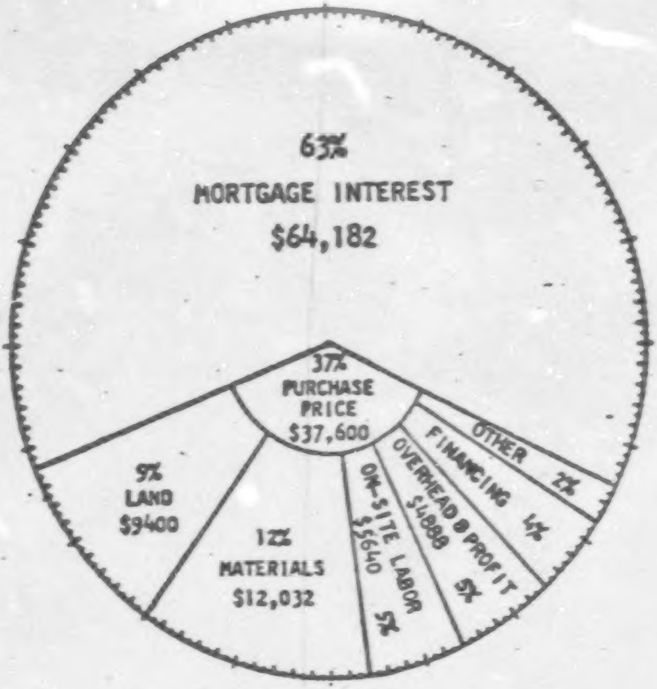
[3] Based upon a study of various components of cost by the NAHB for a single family house in 1974.

[4] Based upon the median selling price of a single family house in January, 1975.

Although construction financing costs lead the spiraling prices of new houses, high interest rates are much more damaging to our nation's housing goal than appears in the above table. The chart below shows the total cost and the component costs a home purchaser in today's mortgage market pays for a house with a selling price of $37,600. The chart assumes a 10% down payment and 30-year mortgage at 9% rate of interest.

COMPONENT COSTS OF SALES PRICE AND MORTGAGE INTEREST FOR AN AVERAGE NEW SINGLE FAMILY HOUSE

(TOTAL COSTS = $101,782)



Mr. PRESSLER. Next is the panel of youth organizations, and I certainly want to welcome you here. This is an important part here from some of the actual students in the programs we have been talking about all day. We've been going around having hearings on education, it's good to talk to students. Tim Hall is a former teacher, so he probably agrees with that.

I'm going to call on your chairman, who is apparently Galen Keller—is that right—who is going to make your opening summary statement.

PANEL NO. 7—YOUTH ORGANIZATIONS: GALEN KELLER, PRESIDENT, FUTURE FARMERS OF AMERICA (FFA); DON SMITH, PRESIDENT, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA); MARK MOULTEN, PRESIDENT, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA); NANCY BREUER, PRESIDENT, FUTURE BUSINESS LEADERS OF AMERICA (FBLA); TOD WELLS, STUDENT BODY PRESIDENT, SOUTHEAST AREA VOCATIONAL-TECHNICAL SCHOOL; AND JANET STANFORTH, PRESIDENT, FUTURE HOMEMAKERS OF AMERICA (FHA) AND HOME ECONOMICS RELATED OCCUPATIONS (HERO)

Mr. KELLER. I think before I do, I'll ask my panel to stand up and introduce themselves and tell what organization they're from.

I'm Galen Keller, from the Future Farmers of America.

Mr. SMITH. I'm Don Smith, State president of Vocational Industrial Clubs of America.

Mr. MOULTON. I'm Mark Moulten. State president of DECA. I'm a senior at Central High School in Aberdeen.

Ms. BREUER. Nancy Breuer, South Dakota State president of the Future Business Leaders of America and I'm a senior at Howard High School.

Mr. WELLS. I'm Tod Wells. I'm president of the student council of the Southeast Area Vocational School and I'm in my second year there.

Ms. STANFORTH. I'm Janet Stanforth, State president of the Future Homemakers of America, and I'm a junior at Platte High School.

Mr. KELLER. I forgot to say it, but I'm a freshman at SDSU. That's a college right up the road here, and Don, where——

Mr. SMITH. I'm from Watertown, I'm a senior, Lake Area multi-district course.

STATEMENT OF GALEN KELLER, PRESIDENT, FUTURE FARMERS OF AMERICA (FFA)

Mr. KELLER. In August 1974, a very important man gave a speech and now I'd like to read a small excerpt from that speech. He said, "Your Government will help you by creating a vocational environment responsive to your needs. But the Government cannot achieve personal fulfillment for you. You are the essential ingredient. Your determination will make the difference." The man that said that was our President, Gerald Ford.

In South Dakota, we have five vocational education student organizations that are providing the opportunity for the students in those organizations to develop their personal lives. The organizations are DECA, FFA, FHA-HERO, FBLA, OEA and VICA. These organizations in our State represent on a broad scale the organizations across our Nation. These organizations offer practical opportunities for young people to participate in and prepare for a role in our economic and social systems. Each group emphasizes the positive aspects of America and seeks to build on our Nation's strengths. Much of their success depends upon the degree of support they receive from the division of voacational-technical education and their local chapters.

One of the major findings of the 1975 study completed by the South Dakota Advisory Council for Vocational Education was that all students must understand the importance of work in their lives and be aware of the dignity of work. All students are entitled to the kind of education that serves their needs. talents and desires, and they have an inherent right to know what they can gain from their educational experiences.

Our State's vocational educators have long recognized that participation in vocational student organizations has contributed to the personal development of members. These organizations, as integral parts of the instructional program, serve as a laboratory providing students the opportunity to refine and develop the knowlege and skills that are related to their personal development taught in the vocational education classroom. The opportunity can be provided for students of all abilities and interests to progress by participating in vocational student organizations.

The main roles of the youth organization in the instructional program is to develop personal growth of the member, to motivate the member, to recognize the member's activities, to publicize his activities and to allow that student to explore different career opportunities which he otherwise would not have been exposed to.

The philosophy of the student organizations across the Nation, I feel, are represented in the motto of my organization, the Future Farmers of America. It's four lines, but it's got a philosophy that reflects the spirit and serenity, or sincerity, that I think the organizations have across the Nation. It goes, "Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

The vocational student organizations provide sound educational training in leadership, communications, citizenship, and service to others. These purposes cannot be fulfilled in a strictly classroom situation. Thus, the great value of our organizations is enlightened.

The close correlation between organized instruction, your organization activity and supervised occupational experience is what makes our organizations vocational. The youth organization often serves as the catalyst, advancing the student faster along their road toward their intended goal of personal development.

In a 1974 survey by the school of education at the University of South Dakota, trying to elicit the opinion of the general public about how they can reorganize their education programs there at the university, a bunch of people were asked this question, "What do you feel are the most important things secondary students should be taught?" The top two ranking responses were, "Vocational training and preparation for the world of work," and "Responsibility."

Our society here in the Midwest, more than most others, was built by working people. A businessman from the Eastern United States, when asked why he sent his personnel people to South Dakota to hire young people for his company, replied, "They may not all be geniuses or very sophisticated but, by God, they all know how to work."

Our vocational youth organizations are helping us gain the vocational training and preparation for the world of work, responsibility and the willingness to produce an honest day's work for an honest day's pay.

At the beginning, I quoted President Ford. When he spoke of "you" as being an essential ingredient and "your determination," I feel he was talking directly to us. Our organizations allow us to provide the essential ingredient because we do have the determination. The question boils down to the reason of this subcommittee hearing, and that is, will our Government help by creating a vocational environment that is responsive to our needs?

We're open for questions. Thank you.

Mr. **Pressler**. Thank you very much. I'v seen you in Washington; also, Ted Wells, who was a summer intern in my office. Nice to see you again.

I guess that I would have just one question and I could address that to any of you, and that is, do you feel that there is a divergence between vocational education and the traditional type 4-year university education?

Galen, maybe I'll just aim that at you. You are in sort of both worlds.

Mr. **Keller**. Would you repeat that again?

Mr. **Pressler**. Do you feel that there is a divergence between vocational-technical education and the people that go to a regular 4-year university?

Mr. **Keller**. What do you mean by "divergence"?

Mr. **Pressler**. A distinction, or two different patterns. I don't mean to put you on the spot.

Mr. **Keller**. Yes; I think there are two different patterns. The people that normally go to the 4-year institutions, I think, are people that are looking forward to a future of becoming professional people, lawyers, doctors, veterinarians or whatever, and the people, mainly, in South Dakota that go to vocational schools are interested in developing their skills for the labor market. The campus that I go to is a 4-year academic, and I think I've seen on that campus a lot of the tendency of kids to come and start there in the academic and then wish they hadn't and gone to the vocational instead and, because of the fact that they have started there in the cademic, they stay there and continue the 4 years and I think a lot of the kids are unsatisfied with what they're getting there at the 4-year academic.

Mr. **Pressler**. Do any of the others of you have a comment on that?

STATEMENT OF TOD WELLS, STUDENT BODY PRESIDENT, SOUTHEAST ASIA AREA VOCATIONAL-TECHNICAL SCHOOL

Mr. WELLS. Well, I'd just—the differences are insurmountable. The work force that needs to be fulfilled is never ending. There was a great push for professional training for quite a while, now there is in process a push for vocational training. The pushes are good, the pushes are required, but I would just hope that it isn't oversuppressed. Some people have told me that they would fear that we would push too much on vocational education. I don't think that we're pushing too much on it. It's just that we have to come from so far behind just to catch up with the rest of them. But, as far as being a difference, I think there definitely is a difference.

Mr. PRESSLER. Who's here from DECA? Is that Mark Moulten?

Mr. MOULTEN. Yes.

Mr. PRESSLER. What sorts of projects has your DECA club participated in in the last year?

STATEMENT OF MARK MOULTEN, PRESIDENT, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

Mr. MOULTON. Well, at the beginning of the year we started out with a project from a candy company. We started selling candy that we would buy, then we would in turn sell it to customers. We would make our profit and then, of course, we would have to pay them back.

Then we moved from that to a T-shirt sale. We've been selling T-shirts that have like Eagle Country. We sold them a couple of surrounding towns.

We've also participated with VICA in a fruit sale. We got some fruit from Florida, I believe, and we sold that.

That is basically what we've done so far.

Mr. PRESSLER. That's the end of my questions.

Mr. HALL. Very good. I'm always impressed to see involved young people. Larry mentioned that I was a schoolteacher in my background. I don't know what impact that might have on your minds.

I was impressed by the opening statement that a lot of people coming to South Dakota were the people seemingly not afraid to work and I'm reminded of what Lincoln said, "Wanting to work is such a rare quality and should be encouraged." I'm not sure that I could speak to how much that is a part of the problem we have in vocational education and elsewhere.

Mr. Jennings, do you have a question you would like to direct at these young people?

Mr. JENNINGS. My only question is this, I notice there has been quite a push on by all these national youth organizations to receive Federal funds to encourage youth activities. My question is why can't this be done on the State level and with local funding? Why do you have to go to national funding?

Maybe Mr. Keller can answer that.

Mr. KELLER. Well, I would think that in answer of your question, directly, the reason is more than likely that—I really don't know, but my guess would be the reason they would ask to go to national funds is because it's so doggone hard to get money out of your State. You know, it's hard. You really have to fight and beg.

Mr. JENNINGS. You might have a problem with getting it out of the Federal Treasury today. Unfortunately, we have an $80-billion deficit.

Mr. KELLER. They say start at the top, so I think people do. But I don't know. We were talking out in the hall that we figured you were going to ask this. Some of the people, some of the other kids were saying that they think their organizations do need it, but I have the feeling that my organization doesn't necessarily need it that badly, because my organization is efficient. It's functioning and has been for quite a while. We are in the black and have been, I think, since we've been organized, in 1928. On behalf of those guys, I think they feel that they need it, but, necessarily, I don't think we do in our organization, but it would be a universal thing if they decided to do it. I think it might ruin some of our efficiency, because the kids would say, "Well, heck, the Federal Government is giving us the money rather than us earning it and being totally an organization on our own." They might think it's just another of the federally funded organizations that everybody stereotypes as something that you can just be in to goof around in and spend their money.

Mr. JENNINGS. I would have some of the same concern. I've been very impressed with the vitality of these youth organizations and, from my personal experience—I'm not out of school all that long myself—but from my experiences in school, I think that youth organizations like the ones you're in can be one of the best parts of education, that they do develop your leadership abilities and things like that. But it would be a shame to get you bogged down with Federal redtape and with an attitude, like you say, that the Federal Government is going to pay for it so why bother to have these organizations sustaining themselves.

STATEMENT OF DON SMITH, PRESIDENT, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

Mr. SMITH. I'd like to add something on that. Like for VICA, in our local chapter we are able to raise enough money, but now we're running into a conflict with our school board. They are saying that we are doing too much fund-raising activities, hitting the community too much, and so they're turning around and telling us we can't have any more fund-raising activities, so that cuts back on our money and capability of doing things in our organizations.

Mr. KELLER. That's a big roadblock, I think, is the school board, because I think every organization has run into the school board head on at one time or another and it takes a lot of fight to get around them, too.

A VOICE. Maybe we should have a separate hearing.

Mr. HALL. Congress has been concerned about how you can raise funds. That's very interesting.

Mr. QUIE. It must be tough on the school boards. Usually they have a bond issue voted down and the students are able to raise money.

It brings to mind what Richard Goodwin said one time when he spoke before the national meeting of the Americans for Democratic Action. He said, "It's tough to get around city hall, but that isn't as tough as trying to work with or getting around the Federal Government." I think that's what it boils down to there as well.

To what extent do you work with, either personally or your organizations, with vocational education career guidance personnel in school?

Mr. WELLS. Like, I'm with the vocational school here in town and, as far as that goes, do you mean like do we try to find jobs or as far as before you even step into the school?

Mr. QUIE. I would say two ways. One, do you use them? Were they beneficial to you personally? And then, second, as an organization do you assist them in bringing the understanding of the career opportunities to students? That's what I meant.

Mr. WELLS. Yes, before you even get in there—I mean it's kind of in a premilinary stage. It's probably not as good as it could be, but a counseling service is available and before you even decide it's recommended that you discuss with the counselor or something whether it's the right step to take.

Afterwards, yes, after you're in the school, definitely. I think the school itself tries to organize with the employers, if nothing else, as far as the jobs go. I know on our student council we have a community relations committee that deals strictly with just trying to get more contact with people so that our career opportunities will be better.

Does that answer your question?

Mr. QUIE. Are you in a vo-tech school?

Mr. WELLS. Right.

Mr. QUIE. How about prior to that, when you were in high school, what relationship did you have with the counselor? Were you able to find a counselor? Were they busy with other problems? They get a lot of things stuck on them besides counseling.

Mr. WELLS. There's been a lot said about high school counselors, but, no, ours was available in my home town. All you had to do was ask and that's probably a lot of the problem, too many people are afraid to ask for help. They just would rather bull their way through and find out that they're going to have trouble rather than find out why they're going to have trouble in the first place.

Mr. QUIE. As far as the counselors at vo-tech school, do they have a pretty good knowledge and information on what you're looking for?

Mr. WELLS. Yes, but like I say, the same thing, if no one asks, you can't—yes, our counseler is very up on what's going on, he's up on job opportunities. He can tell you before you even step in and pick up an application, he can tell you where you're going to be able to find a job, he can tell you if you can get one here in town or you're going to have to leave the State or what, but they know what's going on.

Mr. QUIE. Could I find out from each of you who are heading your own organizations, to what extent do you work with the guidance counseling people so, at least in your area, your particular interest, you would help them?

Mr. **Moulten.** Like with DECA, it's a system of job placement where you actually do maintain a job so as you—when you join the organization, you have a class and a counselor or coordinator that goes along with the class. He will aid you, if you don't have a job, aid you in kind of finding one so that you will get kind of a career experience. It will give you an opportunity to think more while you're actually working about maybe a career, a possible career, in whatever job you may be maintaining while in DECA. That's the way it works.

Mr. **Smith.** In VICA organization, like in Multi-District in Watertown, the counselor, he's always on his toes like the other that's mentioned and he is there to help all the students in Watertown Chapter. Let's say over 75 percent of the students are VICA members, so he's really working with all the students all the time.

Mr. **Quie.** How about your IVCA, if some student is interested in an industrial program, does he have them talk to you or some other people in your club?

Mr. **Smith.** Could you restate that?

Mr. **Quie.** Suppose a student comes to talk to the counselor about what he wants to go into and shows some kind of interest in some industrial program, does he ever say go and talk to some of the leaders of your club?

Mr. **Smith.** I haven't run into any cases like that, but we would be glad to help if somebody would do that.

Mr. **Quie.** I have a much better understanding of FFA than any of the other clubs.

Mr. **Smith.** Do you want me to expand on it?

Mr. **Quie.** I guess the second oldest is FHA, industrial arts, VICA is newer. How do you work as compared with FFA?

Mr. **Smith.** We work almost on the same basis. We have an emblem, like FFA has, which symbolizes all our areas of vocational training, and our club is based solely on working on the whole student and his skills, his leadership and his ability to lead on in further life.

Mr. **Quie.** Do you get involved with the State Fair like the FFA does?

Mr. **Smith.** No, we don't. We have our own skill Olympics. We have it at State level, where a student in the certain area that he is enrolled in at the school will compete with all the other members in his state and the winner from this will in turn go to a national skill Olympics and compete in that area among State winners from the nation. Last year it was held in Washington, D.C. We had a week conference there. The national winner goes on over to Europe or wherever the international skill Olympics is held. It's the way we teach leadership in their skill.

Mr. **Quie.** Janet Stanforth, are you the chairperson of two organizations, or are they together in one organization, FHA/HERO?

STATEMENT OF JANET STANFORTH, PRESIDENT, FUTURE HOMEMAKERS OF AMERICA (FHA) AND HOME ECONOMICS RELATED OCCUPATIONS (HERO)

Ms. STANSFORTH. Yes, they're together, they're one organization, but yet if you have an FHA chapter, that doesn't mean that you have a HERO chapter, too. If you're in HERO, you do do different things, but we are really one organization.

Mr. QUIE. If you're in HERO, you're also in FHA, but if you're in FHA you aren't necessarily in HERO, is that correct?

Ms. STANFORTH. No. Well, see, they're separate in that what they, you know, the things that they do are really—they're related, but they do them in a different way.

Mr. QUIE. One is homemaking and the other one is remunerative employment. Would that be correct?

Ms. STANSFORTH. The one is where you go out and work, right.

Mr. QUIE. For a salary or wage?

Ms. STANFORTH. Right.

Mr. QUIE. Rather than just the love and affection of a spouse.

So, when you have your meetings, then, do you wear your hat as a HERO one time and your hat as an FHA at one time. Or when you meet are they always together, when the two form the same club?

Ms. STANFORTH. You mean the State organization itself?

Mr. QUIE. No, the local one.

Ms. STANFORTH. Our local chapter, we don't have HERO, because we're an awful small school and we don't have the——

Mr. QUIE. How about when you're in your State organization? Do those of you who only have the FHA side of it get thrown in with the others? What do you do?

Ms. STANFORTH. We're all togehter.

Mr. QUIE. Do you look at the HERO part as something that doesn't interest you?

Ms. STANFORTH. No, it's just you're not directly involved with it.

Mr. QUIE. Do you feel that there's any real difference between the two sides?

Ms. STANFORTH. I'm not that familiar with HERO myself, because we don't have that many—you know, it's just getting started, but I think that you could do both and then combine it to be just like one.

Mr. QUIE. Thank you.

Mr. HALL. Mr. Quie, as usual, has asked many fine questions. I was pleased by the answers on guidance or in the guidance area. I wouldn't ask you to name names or anything like that, but would all of you feel that, on balance, your guidance has been adequate up through the point that you've arrived at now?

Mr. KELLER. Yes.

Mr. SMITH. Yes.

Mr. MOULTON. Yes.

Ms. BREUER. Yes.

Mr. WELLS. Yes.

Ms. STANFORTH. Yes.

Mr. HALL. Does anyone else——

A VOICE. I think we ought to ask the ones that didn't get to be officers.

Mr. HALL. You might get a different answer. Oh, yes, you get different answers in the Halls of Congress than you do on a committee, but that's part of the nature of the beast.

Well, thank you very much. I think you're a very refreshing group.

[Statements in connection with the presentation of panel No. 7 follow:]

PREPARED STATEMENT OF GALEN KELLER, PRESIDENT, FUTURE FARMERS OF AMERICA, FFA

"Your government will help you by creating a vocational environment responsive to your needs. But the Government cannot achieve personal fulfillment for you. You are the essential ingredient. Your determination will make the difference." These words were spoken by President Ford in an August, 1974, address. In South Dakota, five Vocational Education Student Organizations are providing an opportunity for personal fulfillment. DECA, FFA, FHA-HERO, FBLA, OEA, and VICA are individual student organizations representing Vocational Education in the nation.

These organizations offer practical opportunities for young people to participate in and prepare for a role in our economic and social systems. Each group emphasizes the positive aspects of America and seeks to build on the nation's strengths. Much of their success depends on the degree of support they receive from the Division of Vocational-Technical Education and local chapters.

Allow me to quote portions of the "Policy of the United States Office of Education for Vocational Education Student Organizations" as presented to the National Coordinating Council for Vocational Student Organizations in September of 1974. (For the complete policy statement, see Attachment Number 1.)

"The United States Office of Education will provide technical and supportive services to assist vocational student organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities and provide other wholesome experiences for youth."

"Federal and state grant funds for vocational education may be used by the states to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved state plans for vocational education."

One of the major "findings" of a 1975 study completed by the South Dakota Advisory Council for Vocational Education was, "All students must understand the importance of work in their lives and be aware of the dignity of work. All students are entitled to the kind of education that serves their needs, talents, and desires, and they have an inherent right to know what they can gain from their educational experiences."

Our State's vocational educators have long recognized that participation in Vocational Education Student Organizations has contributed to the personal development of members. These organizations, as integral parts of the instructional program, serve as a laboratory providing students the opportunity to refine and develop knowledge and skills related to personal development taught in the vocational education classroom. The opportunity can be provided for students of all abilities and interests to progress by participating in vocational student organizations.

The role of youth organizations in the instructional program is: (1) To develop personal growth; (2) to motivate; (3) to recognize; (4) to publicize; and (5) to explore career opportunities.

To be more specific, allow me to refer to the organization of which I am a member. The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. A few of the specific purposes for which the FFA was formed are:

A. To develop competent, aggressive, rural, and agricultural leadership.

B. To create more interest in the intelligent choice of agricultural occupations.

C. To develop character, train for useful citizenship, and foster patriotism.

D. To participate in cooperative effort.

The FFA Motto consists of only four lines, but these lines are filled with practical philosophy, reflecting a spirit and sincerity that shows the true viewpoint of FFA members. The Motto is as follows:

Learning to Do
Doing to Learn
Earning to Live
Living to Serve

Thus, vocational student organizations provide sound educational training in leadership, communications, citizenship, service to others, individual adjustment, social skills, and management of financial resources. These purposes could not be fulfilled in a strictly classroom setting, thus, the great value of our youth organizations. Uniquely, we serve a dual role. It is considered by the students to be their organization which provides them a role in the teaching process. The instructors view it as an effective laboratory for motivation and teaching students.

The close correlation between organized instruction, youth organization activity, and supervised occupational experience makes the program vocational. The youth organization often serves as the catalyst, advancing the student rapidly toward the intended goal.

In a 1974 survey by the School of Education at the University of South Dakota to elicit the opinion of the general public for reorganizing and adapting educational programs at the University in response to the question, "What do you feel are the most important things secondary students should be taught?" The two top ranking responses were:

1. "Vocational training and preparation for the world of work."
2. "Responsibility."

Our society here in the Midwest, more than most places, was built by working people. A businessman from the Eastern United States, when asked why he sent his personnel people to South Dakota to hire young people for his business, said, "They may not all be geniuses or very sophisticated but, by God, they all know how to work."

Our vocational youth organizations are helping us gain (1) vocational training and preparation for the world of work, (2) responsibility, and (3) the willingness to produce an honest day's work for a day's pay.

At the beginning, I quoted President Ford. When he spoke of "you" as an essential ingredient and "your" determination, I feel he was talking directly to us. Our organizations allow use to provide that essential ingredient, we have the determination. Will our government help by "creating a vocational environment responsive to 'Our' needs?"

[Attachment 1]

POLICY OF THE U.S. OFFICE OF EDUCATION FOR VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

The United States Office of Education maintains a close relationship with the six vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these six organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume successful roles in society.

2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training.

Distributive Education Clubs of America
Future Farmers of America
Future Homemakers of America—HERO
Future Business Leaders of America—Phi Beta Lambda
Office Education Association
Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities and provide other wholesome experiences for youth.

4. Federal and state grant funds for vocational education may be used by the states to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provision of approved state plans for vocational education.

The responsibility for instructional programs and related activities rests with the states and localities. It is our belief that increased efforts on the part of state education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education.

These policies represent the position of the United States Office of Education and its bureaus and divisions concerned with vocational and technical education.

PREPARED STATEMENT OF TOD WELLS, STUDENT BODY PRESIDENT, SOUTHEAST AREA VOCATIONAL-TECHNICAL SCHOOL

I have been a student at the Southeast Area Vocational-Technical School since September of 1974. Since that time, I have become increasingly involved in the workings of Vocational Education. Also, I have served on the General Advisory Council for the Vocational Education in Sioux Falls for two years. During the month of October of 1975, I worked in Mr. Pressler's office as the first vocational student to serve as an intern to a Congressman. I have represented my class on the Student Council for two years, one of which I served as President. These are the things, along with the duties and responsibilities that go with them, that have given me a pretty fair insight as to some of the needs of Vocational Education.

It is quite obvious to me, and to far too few others, that Vocational Education in South Dakota is somewhat behind the rest of the country. Southeast Area in Sioux Falls is in need of much financial aide. It is truly one of the most necessary Area Schools, yet it functions on a minimum budget. Sioux Falls still neglects to see the importance of the Vocational School. Thus, when it comes time to match Federal funds, everybody looks the other way. Therefore, I think it is necessary for our Legislators to arrive at a better and more beneficial financial arrangement concerning vocational education. I'm not claiming to be full of solutions, but when something doesn't work, and something perishes because of this inefficiency, what was wrong must be changed.

The Area School in Sioux Falls is spread across the city on four locations. This is a sad way to try and run an educational system. This lack of unity is due to the shortages of funds labeled for expansion. As a matter of fact, there probably isn't any such fund. I suppose that a majority of people feel that we have plenty of room. There have also been complaints that we waste rooms that we have now. But, let me assure you that there is a great need for expansion when three out of four students are turned away because there is not enough room.

So you don't think I am out and out prejudiced, I'll explain the reason that I emphasize on the SEAVTS. It is because this is the situation with which I am most familiar. However, I am aware that the Lake Area Voc-Tech school in Watertown is doing exceedingly well (expanding often and without too much financial trouble).

Southeast Area is employing the finest instructors available. But what can a teacher so when he has such a shortage of equipment? State officials must use most of their time wrapping up requisitions and purchasing orders with red tape. Many times it is so long before an instructor receives what he asked for that he had given up months before of ever getting it—and even now after it has arrived, he finds that half of it is missing.

Many times I have compared Voc-Ed in South Dakota with that of Minnesota, North Dakota, Delaware, and a few others. This will not be an exception. While South Dakota spends almost $2 million on Voc-Ed, Minnesota spends a whopping $41 million. At present, any Minnesota resident under 21 can attend any Minnesota Voc-Tec absolutely free. If older than 21, you pay $40 per month. However, if you live in South Dakota, it will cost $100 per month. The $100 a month tuition free for out-of-staters is probably one of the only thing keeping people in South Dakota Voc-Tech Schools. The truth is that in the near future or even now, Minnesota's Voc-Tech schools may get into financial trouble due to the free education bit. What scares me most about this is, if they must lower out-of-state-tuition fees to get more students, they'll get them. South Dakota will take one look at our underdeveloped facilities and then look at Minnesota's, and off they'll go.

I'm not saying that Minnesota has a fool-proof system. On the contrary, it has many problems. The point that I'm trying to make is that at least they make an attempt to better their Voc-Tech schools while our state legislative tries to stomp us into the ground. At the writing of this statement, South Dakota's State Legislature is attempting to pass a bill that would set us back to the status that we were in back in 1968. It would give the Governor the ability to appoint whomever he pleased. We would once again be shuffled farther back on the shelf with elementary and secondary education. I should hope that by the time that these hearings take place, our Legislature will have realized how detrimental S. 257 would be to Voc-Ed. It seems to me that whenever we start pushing for more money, the legislature raises tuition. To me this is obviously not the answer. One the main advantages of Voc-Ed is that is not as super expensive as a college education.

For quite some time now, I have failed to see why Voc-Ed gets only 4% of the education moneys appropriated in the state. Especially when it takes a technical skill to +80% of the jobs in South Dakota. That's right—less than 20% of the jobs take a college degree.

At the risk of being called a revolutionist, I'm going to say that the system is wrong and it must be changed. Unlike our state government, I want to see it get better.

Prepared Statement of Mark Moulton, State DECA President, Distributive Education Clubs of America

In writing this, I have taken into consideration all of the various fields of endeavor in which DECA is active.

To begin, I would like to say I feel DECA has a great deal going for it. DECA pays its own way. In my opinion this is one of its stronger areas. No one knows how to truly appreciate things until they do it themselves. It also develops a source of pride in what they do. Thus members work harder.

DECA develops leaders. Not just leaders of DECA but leaders of people. I feel that this is one of the most important and valuable areas in which DECA is involved. Why? Because to be a leader brings out special qualities in a person. It builds personal integrity, teaches the meaning of responsibility, and aids strongly in the development of personal character. It is unfortunate, however, that everyone cannot be a leader, so there must be some followers. This brings us to the final area I will discuss, that is, club members and club activities. DECA is an organization molded under the principles of a democracy in which the people rule. In DECA the club members vote on all decisions, be they major or minor. This gives the members an opportunity to voice their opinions and lend their advice concerning any matters before the organization. This in turn gives the members a sense of responsibility and direction. In this manner, DECA serves as a valuable educational device to help us become productive, involved, and responsible members of society.

In summary, I feel that DECA as an organization plays a very important role in the education of American youth. It is an organization that I firmly believe in and I am proud to be a member of.

Prepared Statement of Janet Stanforth, President, State Future Homemakers of America

FHA/HERO is made up of students who extend the goals of home economics beyond the classroom and publish the home economic program to the community. Not all students take home economics every year but FHA/HERO offers an opportunity for them to continue to be involved and benefit from the program. Because of the integration of FHA/HERO with the home economics curriculum it is difficult to separate the two. For instance, the chapter can buy supplies to sew a quilt, make toys for children and bake things to sell. The projects can be done in the classroom but the ideas and funds are provided by the chapter. Various subject areas studied in home economics can be carried out more extensively by individuals through chapter projects and degree work. This allows members to further explore and develop individual interest, skills and needs. The real benefits come when members get actively involved with others in chapter projects. Those who have a desire to grow can gain by developing better relationships with others through sharing experiences and responsibilities. Projects and degree work related to young children, Special Education, handicapped children and the elderly expose FHA/HERO members to special and unique people. It breaks down the barriers created by lack of understanding and lack of personal contact. Being open minded about accepting other people as they are, helps everyone to feel a sense of belonging.

FHA/HERO believes in the uniqueness of individuals and strives to create an atmosphere where anyone can experience growth and its satisfactions. Cooperation instead of competition is stressed. FHA/HERO makes us dissatisfied with just staying the way we are and motivates us to continually become a better person and to involve more and more people in our lives.

FHA/HERO allows individuals to make their own decisions as to what areas they want to more extensively involve themselves in, in order to develop their individual concerns. The experiences gained through FHA/HERO better prepares students for their occupation as homemaker and/or for a specific career.

The FHA degree program is an encounter with life. Each person has different experiences. My observations at kindergarden were an extension of what we studied about in the classroom regarding children. One insight I especially gained from my junior degree experience was realizing how important our conduct is around small children, because they are so quick to copy.

Through working with Special Education children as part of my chapter degree, I came to realize that their needs are similar to ours and that it isn't right for us to look down on them for the way they are because they need to be accepted just like all of us. Many of my preconceived notions about them were just plain misconceptions.

I'm currently thinking ahead to working on my state degree next year which will help me prepare for a career and mature adulthood.

As chapter treasurer, I took the responsibility of planning ways to earn money to meet and needs of our budget. I gained in leadership ability by organizing and getting members to cooperate. I also had responsibility of taking care of someone else's money. As regional chairperson and state officer I have benefited by having to speak before people, by using parlimentary procedure, by having to cooperate with people whom I've never come in contact with before. I've also had the opportunity to go places within the state and county that I had never been before. It has also exposed me to some direct contact with politics. I have been given responsibilities that I have had to carry through.

Often times it is assumed that one can learn homemaking in the home, but in my situation if I hadn't had home economics, I probably would have never learned anything about sewing, canning, or bread and pie baking. I've also gained by learning to better manage my time, energy and money. Other insights I've gained include meal preparation, management, being a better consumer, and being more concerned about personal hygiene and my personality; besides learning crafts for constructive use of my leisure time and exposure to foods that I've never had before. Also studying the developmental stages of children has helped me to relate to my own nieces.

Consumer Homemaking and FHA has exposed me to various career possibilities in areas related to young children, Special Education, the elderly, baking and foods, textiles and clothing, and many others.

I realize through my experiences that although I can better relate to the elderly, I would not want to work in a nursing home. I had thought seriously about going into the area of Special Education, but I realize now that I don't have the patience for that type of career.

I am still thinking about the career I want to pursue after high school. So far I have concluded that I want to have the type of job where I am kept quite busy doing worthwhile things and working with people.

Even if I do decide not to go into a career directly related to home economics, the things I have learned will help me in the occupation of homemaker whether I remain single, or get married, have or do not have children.

Mr. HALL. We're rapidly approaching that point where we're going to wind things up and I think the last bit of testimony we'll have will be from William Bergman.

I have to say that I apologize for this, but we are approaching the time where we do have other commitments and I wonder if we could get something like a 5 to 7-minute wrapup? I'm sorry to do that to you, but we are at that point.

STATEMENT OF WILLIAM H. BERGMAN, TEACHER-RESEARCHER, UNIVERSITY OF SOUTH DAKOTA

Mr. BERGMAN. Mr. Chairman, Congressmen, ladies and gentlemen, my name is Bill Bergman. I'm a native South Dakotan who left the State in 1951 and returned in 1963. Since that time I have worked as a teacher-researcher at the University of South Dakota and have served as consultant to a broad spectrum of endeavors. I gradually have come to understand that everything occurring in society has dependent linkages and that the problems of society are not just the problems of the have-nots, but of everyone, and that all people and agencies must work cooperatively together to solve those problems.

Vocational education alone cannot remedy all of the ills of society, but an expanded concept of vocational education can make a tremendous contribution toward the alleviation of many of our problems.

Three serious socioeconomic problems challenging South Dakota are: (1) low per capita income and poverty, (2) unemployment and underemployment, and (3) out migration. Documentation supporting this statement has been provided to the House subcommittee, I'm not going through all 8 pages, only 6.

Early economists such as Adam Smith and David Ricardo theorized that the productivity of a labor force could be increased by increasing the skill base within that labor force and therby creating additional income to be shared by all of society. If it can be accepted that wages increase as the efficiency of labor increases, then it can be concluded that investment in voactional education will generate additional income in excess of the original investment, raise per capita income and through linkages mitigate unemployment and underemployment and outmigration and therby further South Dakota's economic development so as to improve the quality of life for all of its citizens to the benefit of the Nation as a whole.

Education is the cornerstone of both economic and social growth. Education according to individual need is the key to progress. I suggest that we should all have one Moon in the sky that all levels of education should clearly see, and that Moon in the sky can be labeled career development for progress." We should be able to design a system that meets the economic needs of the country and also meets the social needs of all educable persons from early childhood through adulthood, with spin-in, spin-out provisions throughout a lifetime.

Some reshaping of vocational education becomes necessary as responsive leadership endeavors to provide flexible mechanisms by which to educate individuals for employment and life roles and to address the overall economic and social issues.

RECOMMENDATION 1

That each State have a State board of vocational education which will be the sole policymaking body responsible for the administration of vocational education in the State or for the supervisions of administration by local educational agencies in the State.

RECOMMENDATION 2

That bloc grants of Federal funds be allocated to the State boards for each of the resulting sections of new Federal legislation so that they can be more responsive and flexible to the intangible events unforeseen by the experts and to meet the needs of the people.

Regarding funding formulas to States, it is a common practice to distribute funds for the different titles of various acts on the basis of population. This is understandable when related to the implementation phase of a program in a populous State where more people must be served and more people are involved in administration. However, when you get to planning, I think it's a different ball game. If you are involved in planning, there are certain basic methodologies and strategies that must be covered regardless of whether you are developing a statewide plan for a population of 2 million or for a population of 683,000. This is an area where states with smaller populations are frequently disadvantaged.

RECOMMENDATION 3

My third recommendation then: New Federal legislation for vocational education can take a leadership role in rectifying this perceived inequity.

RECOMMENDATION 4

The State board of vocational education should be responsible for developing a comprehensive statewide plan for vocational education. Comprehensive in this sense is defined to mean a plan which considers the problems of every area of the State and the needs and desires of all individuals who can benefit from vocational education.

The State advisory council has done an excellent job of disseminating information about vocational education in South Dakota and has held town hall meetings across the State to address the issues and has made important recommendations for improvement to the State board. There should be ever greater grassroots input so that the goals and objectives of the Federal legislation can be translated into performance objectives at the local level. Conflicting objectives, interests, and viewpoints must be heard and resolved.

RECOMMENDATION 5

State advisory councils should be retained and their memberships either enlarged and/or an additional local input mechanism be established and funded.

Open communications from local to State to national levels, with feedback, is essential. A vital part of this flow of information for decisionmakers is research. We must be able to develop and present statistics and other research findings not only to indicate where we've been but to define needs and to monitor and evaluate progress. Having been involved in manpower needs and job opportunity assessments for some time, I understand that manpower research in its broadest sense reflects on nearly every facet of economical and social life. One area directly related to manpower research needs additional consideration—that is the size and composition of the population itself. It is imperative that we know as factually as possible the characteristics of the population, to be served. We do have the decennial census of population which every 10 years places us as close to the truth as we'll probably ever get. We also have the current population surveys conducted by the Bureau of the Census, which to date have yielded data in aggregate form for a State and even for counties, but which leave something to be desired in the form of breakdowns by age, by sex. This type of information is essential to manpower planning and especially to comprehensive statewide planning for vocational education. The Vocational Education Amendments of 1968 mandated that the Department of Employment Security of each of the State furnished occupational information to the various divisions of vocational education each year.

RECOMMENDATION 6

Therefore, my recommendation 6, new Federal legislation mandate that the Bureau of the Census furnish population data by State, by county, by age, by sex each year and that all planning be predicated upon that official population estimate.

AN ALTERNATE RECOMMENDATION 6

If my first one was not feasible, then Federal legislation should officially recognize that a State's population and its composition is an integral part of manpower research and that funding be commensurate with the task at hand.

It has been voiced that by 1980, 80 percent of the jobs will be filled by persons with less than a baccalaureate degree. The Bureau of Labor Statistics now says that nearly one-quarter of all job openings between 1972 and 1985 are expected to require persons who have completed 4 or more years of college. The other side of that coin, of course, is that 75 percent or more of all job openings will be filled by persons with less than 4 years of college. An analysis of manpower statistics reveals in the country that there will be an oversupply of 800,000 college graduates during the 1972 to 1985 period. This doesn't necessarily mean that these college graduates will be unemployed, but it is quite possible that they will be underemployed and dissatisfied. Some of them will take jobs which previously have been career ladder opportunities for persons with other types of education and training. Hence, there are potential job dissatisfactions among that group also. These possibilities emphasize the importance of making the public aware of all the options available in the world of work and the need to provide a wide array of background materials so that wise and satisfying career decisions can be made in the light of each individual's talents and interests. A good self-image and possession of coping abilities will lead to satisfying employment, good citizenship and individual happiness.

My last recommendation: That counseling and guidance and career orientation and exploration be emphasized in the new Federal legislation for vocational education.

That concludes my remarks.

Mr. HALL. Thank you very much, Mr. Bergman, that was very fine. I still think we should give the members an opportunity to ask you some questions however.

Mr. BERGMAN. I'm a specialist in some areas, a generalist in others and awfully dumb in an awful lot of others. If the panel wants, I'll do my best.

Mr. HALL. Thank you.

Let's start with Larry.

Mr. PRESSLER. I might start out by getting your projection. I know the University of South Dakota business bureau does a lot of research on, obviously, business and other things. What can we expect in terms of industrial development for jobs for people who have had vocational education?

Mr. BERGMAN. Since 1970, under part C funds, I've been supplying occupational data to the State Board of Vocational Education and we over the years have developed, we have utilized, different methodologies. The one currently in favor with the Bureau of Labor Statistics—and we've found that it is more accurate than what used to be called the area skill survey—involves an industrial occupational matrix and from the Warren Berkley Laboratories we do have an industrial occupational matrix for South Dakota taken as of the census of April 1, 1970. Within the last few months we have received annualized 1970 data which we are now using to adjust that April 1, 1970, matrix. The reason for this is, especially in a highly agricultural State which has seasonal employment and where our construction is highly seasonal, why, this has made some significant difference. On the basis of industrial occupational matrixes, we make some employment projections, job opening projections. I call those the unadjusted figures. Then I check with employers around the State, and sort of get their feel for this thing. We check with Mr. Sutter, who was on panel No. 6 I believe it was, the Bureau of Apprenticeship and Training. We try to run these by as many people as time permits so we can be realistic.

The State Board of Vocational Education in South Dakota will not initiate a new program or anything unless the manpower assessments show there is a need for that program. And last year I recall that there were 23 of them, specific programs that they asked me to examine. They went to the legislature with I believe six, and four were approved there for funding. So there is a technique.

Mr. PRESSLER. Thank you very much.

Mr. HALL. Did I understand you to suggest that they should have some kind of population projection each year?

Mr. BERGMAN. That's right. You see, I have to do it now with very limited resources and I've noticed that whether you're developing a statewide plan for vocational education or the new health systems agency plan, the HSA, or whatever, that you have to have some idea of the composition of the population you're going to serve. So now I have to predicate that on estimating methodologies and so forth and I recently did it for 1973, which is the base period for the HSA. We had what's considered the official revised Bureau of the Census population figures by county. Then it became necessary for me to break that down by age, by sex. Then I tried to do it by race and so forth. All I'm saying is there's no money provided any place for States to do any work in population per se. The Census Bureau doesn't have any grants. I can get all sorts of grants for health and that kind of stuff. I just sort of thought that here's a chance to put that into effect and everybody across the spectrum, not only vocational education, could use that kind of help.

Mr. HALL. Mr. Quie?

Mr. QUIE. Thank you.

As you've looked over the State, what do you see now as the future's need for vocational education training? I notice that the advisory council in 1974 talked about doubling the enrollment. How do you look at it yourself?

Mr. BERGMAN. Well, I may be a little round about this. Sometimes all this manpower stuff, which is statistical, primarily, in nature, and then with some follow-up—you know that's all well and good, but I keep advising the State board, "Let's not become overenamored just with those kind of figures," because I always feel we do have to keep student aspirations in mind. And I think that the State board does and maybe that's true in carpentry or something like that. What I foresee is very definitely an increasing demand for vocational education in South Dakota. I can't tell you exactly why, other than the students. You see, my manpower projections have a self-destructive mechanism built in and when I make some projections of what's going to be happening to college students, graduates for example, and so on, like that, why, the young student body tends to automatically adjust so that maybe by that time they'll prove me dead wrong. But it will have worked if that's the case and if it met the manpower needs and if they're satisfied in their jobs.

I foresee considerable growth. It's quite obvious that nonfarm laborers, farm laborers—about 3 percent of our employment, you know, there's just automation and other factors just don't require—there's not a good way to make a living at that. I'm not saying there's not a good way to make a living with something that's connected with agriculture which vocational education could equip you to do and to earn a living. One of the problems, the reason we have so much poverty in the State, agriculture, bless its heart, is our No. 1 contributor to our personal income, but agriculture also has a great seasonality factor connected with it and there has been a lot of low wages connected with it, too, for the nonskilled. I see a future, I definitely see a future in agriculture. I see such a future in agriculture that in South Dakota we permit ourselves to have big dreams. Then from just working with raw farm materials and shipping it outside the State for processing and so forth, let's establish a processing plant here and things like that.

In the coal veins, most of them are in Montana and on our western border, maybe we should really look into the idea that maybe we can develop petrochemical industry. There's a relationship there, so that we could not only process fertilizers for the use of our own agriculture and that of the region, but then we would be in a position to export things with a higher value, added things, and we can get the personal income up in the State so that—almost 19 percent of all our people are living below the poverty line.

Did I come close or not?

Mr. QUIE. You didn't give me a figure, but I gather you're saying that there's going to be a substantial increase in vocational education training needed and it may be in some areas that presently are not there.

Mr. BERGMAN. Yes, sir. Some of the occupations that are well under way in some other States may be just emerging occupations in South Dakota.

Mr. QUIE. Another recommendation that I noticed was that there needs to be improvement in the basic skills of students that come out of the school system. Have you taken a look at that?

Mr. BERGMAN. Yes, I certainly have and I concur 100 percent. If you're referring to computational skills, communicative skills, things of that nature, I for one am a very strong advocate that they somehow or other should be integrated into that curriculum. It becomes so apparent after a person who's gone through a program where—now, I think a lot of the area school directors and everybody else will say, "We're doing it now," but we're not doing it to the extent that I'd like to see, because one of the answers is, "We don't have the time." But maybe we can do it a little differently and we'll have the time. Here you become a successful electrician, you work your way up here and you're running a number of trucks out in the field and so forth and you have to go call on a customer and you have to be able to communicate with him. Whether you hire an accountant or whether you do the books yourself, you have to have some idea of how to estimate jobs and how to figure the bills and things like that, so you need these computational skills. I'm a very strong supporter of that.

Mr. QUIE. It makes me wonder what the first 12 years of school were all about when I think about the number who have to learn to read and write when they go to college.

Mr. BERGMAN. Well, I think that this all should start at the very low grades, you know, when they get into the awareness and orientation and exploration and integrate that in. Part of this is called career education or whatever. I think it's needed.

Mr. Quie. The last one I'd ask, in your recommendation 5 you said the State advisory council should be retrained and their membership either enlarged or an additional local input mechanism be established and funded. I don't know if you were here when I asked some of them questions about Indian representation on advisory committees. Do you have any feeling on that? I know it's a small percent, about 5.2 percent of the population of the State.

Mr. Bergman. I'm just trying to think. It seems to me that on the present State advisory council that there is one Indian lady or, if not, she's just removed herself from it.

I'm not too sure that we get an adequate representation from enough of the areas of the Indian communities and, as you read through the rest of the documentation and so forth, I think it will become very obvious that in South Dakota among some of our reservation areas and so forth that I just feel we should be doing a much better job. When over 77 percent of the people in 1970 on the Pine Ridge had less than 4 years of high school and when their labor force participation rate was about 45 percent when over 55 percent of them were below the poverty line, that's trouble. Whenever you have lack of skilled training, low educational attainment, you get into a vicious cycle of if you find employment you have to take a low-paying job and it probably is an intermittent-type job and so forth, and wherever you have that low educational attainment and I certainly would say lack of skill training in large regard, poverty is going to be present very soon.

Mr. Quie. Thank you very much.

Mr. Hall. Mr. Jennings?

Mr. Jennings. No, sir.

Mr. Hall. Thank you very much.

[The document in connection with Mr. Bergman's statement follows:]

PREPARED STATEMENT OF WILLIAM H. BERGMAN, TEACHER-RESEARCHER, UNIVERSITY OF SOUTH DAKOTA

My name is Bill Bergman, a native South Dakotan who left the State in 1951 and returned in 1963. Since that time I have worked as a teacher-researcher at The University of South Dakota and have served as consultant to a broad spectrum of endeavors. I gradually have come to understand that everything occurring in society has dependent linkages and that the problems of society are not just the problems of the "have nots," but of everyone, and that all people and agencies must work cooperatively together to solve those problems.

Vocational education alone cannot remedy all of the ills of society, but an expanded concept of vocational education can make a tremendous contribution toward the alleviation of many of our problems.

Three serious socio-economic problems challenging South Dakota are: (1) low per capita income and poverty, (2) unemployment and underemployment, and (3) out-migration. Documentation supporting this statement is included in the written manuscript provided to the House Subcommittee.

Early economists such as Adam Smith and David Ricardo theorized that the productivity of a labor force could be increased by increasing the skill base within the labor force and thereby creating additional income to be shared by all of society. If it can be accepted that wages increase as the efficiency of labor increases, then it can be concluded that investment in vocational education will generate additional income in excess of the original investment, raise per capita income, and through linkages mitigate unemployment and underemployment and outmigration and thereby further South Dakota's economic development so as to improve the quality of life for all of its citizens to the benefit of the Nation as a whole.

Education is the cornerstone of both economic and social growth. Education according to individual need is the key to progress. I suggest that we should have one moon in the sky that all levels of education should clearly see and that moon can be labeled "Career Development for Progress." We should be able to design a system that meets the economic needs of the country and also meets the social needs of all educable persons from early childhood through adulthood, with spin-out, spin-back-in provisions throughout a lifetime.

Some re-shaping of vocational education becomes necessary as responsive leadership endeavors to provide flexible mechanisms by which to educate individuals for employment and life roles and to address the overall economic and social issues.

RECOMMENDATION I

That each state have a State Board of Vocational Education which will be the sole policy-making body responsible for the administration of vocational education in the state or for the supervision of administration by local educational agencies in the state.

RECOMMENDATION II

That block grants of federal funds be allocated to the State Boards for each of the resulting sections of new federal legislation so that they can be more responsive and flexible to the intangible events unforeseen by the experts and to meet the needs of the people.

Regarding funding formulas to states, it is a common practice to distribute federal funds for the different titles of various acts on the basis of population. This is understandable when related to the implementation phase of a program in a populous state where more people must be served and more people are involved in administration. However, when you get to planning, I think it's a different "ball game." If you are involved in planning there are certain basic methodologies and strategies that must be covered regardless of whether you are developing a statewide plan for a population of two million or a population of 683,000. This is an area where states with smaller populations are frequently disadvantaged.

RECOMMENDATION III

New federal legislation for vocational education can take a leadership role in rectifying this perceived inequity.

RECOMMENDATION IV

The State Board of Vocational Education should be responsible for developing a Comprehensive Statewide Plan for Vocational Education. Comprehensive in this sense is defined to mean a plan which considers the problems of every area of the state and the needs and desires of all individuals who can benefit from vocational education.

The State Advisory Council has done an excellent job of disseminating information about vocational education in South Dakota and has held town hall meetings across the State to address the issues and has made important recommendations for improvement to the State Board. There should be even greater "grass-roots" input so that the goals and objectives of the federal legislation can be translated into performance objectives at the local level. Conflicting objectives, interests, and viewpoints must be heard and resolved.

RECOMMENDATION V

State Advisory Councils should be retained and their memberships either enlarged and/or an additional local input mechanism be established and funded.

Open communications from local to state to national levels, with feedback, is essential. A vital part of this flow of information for decisionmakers is research. We must be able to develop and present statistics and other research findings, not only to indicate where we've been, but to define needs and to monitor and evaluate progress. Having been involved in manpower needs and job opportunity assessments for some time, I understand that manpower research in its broadest sense reflects on nearly every facet of economic and social life. One area directly related to manpower research needs additional consideration—that is the size and composition of the population itself. It is imperative that we know as factually as possible the characteristics of the population to be served. We do have the decennial Census of Population which every ten years places us as close to the truth as we'll probably ever get. We also have the Current Population Surveys conducted by the Bureau of the Census which to date have yielded data in aggregate form for a state and even for counties, but which leave something to be desired in the form of breakdowns by age by sex. This type of information is essential to manpower planning and especially to Comprehensive Statewide Planning For Vocational Education. The Vocational Education Amendments of 1968 mandated that the Department of Employment Security of each of the states furnish occupational information to the Divisions of Vocational Education each year.

RECOMMENDATION VI

New federal legislation mandate that the Bureau of the Census furnish population data by state by county by age by sex each year and that all planning be predicated upon that official population estimate.

ALTERNATE RECOMMENDATION VI

If Recommendation VI is not feasible, then federal legislation should officially recognize that a state's population and its composition is an integral part of manpower research and that funding be commensurate with the task at hand.

It has been voiced that by 1980, 80 percent of the jobs will be filled by persons with less than a baccalaureate degree. The Bureau of Labor Statistics now says that nearly one-quarter of all job openings between 1972 and 1985 are expected to require persons who have completed four or more years of college. The other side of that coin is 75 percent or more of all job openings will be filled by persons with less than four years of college. An analysis of manpower statistics reveals that there will be an oversupply of 800,000 college graduates during the 1972–1985 period. This doesn't necessarily mean that these college graduates will be unemployed, but it is quite possible that they will be underemployed and dissatisfied. Some of them will take jobs which previously have been career ladder opportunities for persons with other types of education and training. Hence, there are potential job dissatisfactions among that group also. These possibilities emphasize the importance of making the public aware of all the options available in the world of work and the need to provide a wide array of background materials so that wise and satisfying career decisions can be made in the light of each individual's talents and interests. A good self-image and possession of coping abilities will lead to satisfying employment, good citizenship and individual happeness.

RECOMMENDATION VII

That counseling and guidance and career orientation and exploration be emphasized in the new federal legislation for vocational education.

DOCUMENTATION

Seven years have passed since the Vocational Education Amendments of 1968 and the national program for vocational education is being studied so that an informed Congress can act on the Vocational Education Amendments of 1976 in the light of current economic, social, and individual needs. It is gratifying that the House Subcommittee on Elementary, Secondary and Vocational Education is providing a forum for the public to voice its "grass-roots" views in hearings such as this across the country.

Geography

South Dakota is a big state of approximately 76,000 square miles. You could place the six New England States, New Jersey, Delaware, and the District of

Columbia within South Dakota and there would still be plenty of land left over. The State is roughly bisected by the Missouri River. To the east of the Missouri lies the fertile farmland associated with the Prairie Plains, also called "long grass country" because of the native grasses which have a deep root system adapted to moderate precipitation conditions. South Dakotans generalize this geography as "East River Area." West of the Missouri River the environment exhibits the "short grass" characteristics of the Great Plains with rolling hills, buttes, flat-topped table lands, and steep canyons. South Dakotans refer to this as "West River Country."

Population

South Dakota's population reached its zenith in 1930 (692,849 people) and then declined during the drought and depression years of the Thirties, after which moderate growth resumed through the war and post-war years of the '40's and '50's until 1960. Between 1960 and 1970 the population dropped 2.1 percent to a level of 666,257 people as the increase in urban population was more than offset by the decline in the rural population. Fifty-three of the State's 67 counties lost population during the decade of the '60's. South Dakota was one of five states in the nation to register decreases in population between 1960 and 1970. Historically, South Dakota's population has been predominately rural and it is still one of the most rural states. However, the trend is toward urbanization. There are 26 urban places of 2,500 or more residents including one Standard Metropolitan Statistical Area (SMSA) which is in Sioux Falls. Approximately 14.5 percent of the present population of the State (683,292 persons) are located in this single SMSA.

Population Density

It is to be expected that with a large land area and a relatively small population, the population density would be light. According to the 1970 Census South Dakota had 8.8 persons per square mile as compared with a national figure of 57.5 persons per square mile. The population density varies from over 117 persons per square mile in Minnehaha County to less than one person per square mile in Harding County in the far northwestern corner of the State. There were only six states with a lighter population density than South Dakota in 1970. If fact, if all of the people who lived in the United States in 1970 had moved to South Dakota, the number of people per square mile would still have been only about half the population density of Omaha or Denver.

Birth Rate and Age

The birth rate has been declining in South Dakota along with that of the nation as a whole. In fact, South Dakota's birth rate fell below the national rate for the years 1967 through 1970, but has been greater than that of the U.S. since 1970. Between 4 and 5 percent more baby boys are born in South Dakota than girls. In fact, males outnumber females until the age of 25, but from then on the women dominate the longevity scene.

Based on the median, the population of South Dakota is younger on the average than for the country as a whole. However, we are experiencing, and will continue to have, increasing numbers of persons 65 years and over. It is estimated that 12.2 percent of South Dakota's population were 65 years or over in 1973 compared with 10.5 percent in 1960. Nearly 56 percent of those over 65 are female. Aged dependency is expected to increase while child dependency ratios will decrease.

Migration

South Dakota lost 92,500 people through net out-migration between 1960 and 1970. Mention has already been made that the birth rate has been steadily dropping while the death rate has remained relatively stable. In spite of the recent lean years of natural increase, current estimates of South Dakota's population show net increases which indicates that the net out-migration pattern of the 1960's has not been occurring in the first half of the decade of the '70's. The young adult and middle-aged population have not been leaving the state in the large numbers experienced in the past decade. The recent national recession has helped reduce out-migration because people see little advantage in moving to another part of the country where economic conditions are even worse than in South Dakota. Increased vocational education and related employment opportunities linked to industrial development efforts have also acted to help stem the tide of out-migration and provide the "good life" for those choosing to make South Dakota their home. Quality of life is still another factor that is influencing people to remain in South Dakota. Low pollution levels, safe neighborhoods, and abundant sport and recreational opportunities are assuming greater importance in the migration decisions of people.

Nonwhite Population—American Indians

In 1960, 4 percent of South Dakota's population were nonwhite. By 1970 there were 35,219 nonwhites in the State which accounted for 5.3 percent of the total population. It is now estimated that 5.5 percent of the population is nonwhite of which 92 percent are American Indian, the vast majority of whom live on or near one of the nine Indian Reservations in the State. In 1970, South Dakota ranked 7th in the nation in Indian population and accounted for over 4 percent of the total U.S. Indian population.

The average South Dakota Indian can expect to live 20 years less than the average lifespan of non-Indians in the State. While the incidence of all notifiable diseases is higher for South Dakota Indians than the U.S. average, the greatest disparity is for diseases such as otitum media, pneumonia, influenza, and tuberculosis which are associated with poor living conditions which are in turn associated with low income, sub-standard housing, lack of good quality water, low educational attainment, low income, inadequate sanitation, lack of public transportation, etc.

Educational Attainment

The educational attainment level of South Dakota's population 25 years and over has been steadily rising, but the 1970 Census showed that 46.7 percent of the total population of that age group still had less than 4 years of high school. For the nonwhites, almost all of whom are Indian, over 70 percent had less than 4 years of high school and fewer than 10 percent had some college. For the total population, of each 100 students entering the first grade, 39 enroll in college and 15 graduate from college. Each year more than 2,000 young South Dakotans leave high school without receiving a diploma.

There is little doubt that the decline in births in the mid '60's has been having a profound effect on elementary school enrollments throughout South Dakota. Puplic and private school enrollment statistics show that total enrollments dropped from 180,404 in 1971 to 171,471 in 1973. It is anticipated that the recent decline in birth will have an additional impact on secondary enrollments in the late 1970's and on post-secondary enrollments in the early 1980's. I don't view this recent phenomena as a signal to close up schools and irreversibly convert them to other uses, for they will be needed again. It's true that families have been having fewer children, but there is evidence that even the birth rate has begun to rise in South Dakota. Notwithstanding that fact, enrollments will once again increase because the number of women of childbearing age is much higher than it was even in 1970 and still growing. Even though each woman has fewer children, the greater number of women to bear the children will cause the population to show a natural increase.

Educational attainment ratios do not fully portray the educational plight of the Indian population. A couple of examples will illustrate this point. The Rosebud Indian Reservation comprises Todd County. The 1970 Census showed that there were 1,991 Indian people age 25 years or more living on the Rosebud Reservation. Of that group, 76.6 percent had less than 4 years of high school, 15.2 percent had graduated from high school, 7.8 percent had 1 to 3 years of college, and 0.4 percent had 4 or more years of college. The Pine Ridge Indian Reservation located in Shannon and Washabaugh Counties is one of the largest Indian Reservations in the United States and the largest in South Dakota. The 1970 Census showed 8,280 Indians living on the Pine Ridge Reservation. Of those 25 years and over, 77.2 percent had less than 4 years of high school, 17.3 percent had graduated from high school, 3.9 percent had 1 to 3 years of college and 1.6 percent had 4 or more years of college. On the Pine Ridge Reservation linking low educational attainment with limited employment opportunities and low wages, it is not surprising to find a labor force participation rate of only 45.6 percent, an unemployment rate as high as 16.2 percent, and that 55.4 percent of all persons were below the poverty level. Low educational attainment emphasizes that lack of education is both a symptom of and a contributor to the deep poverty of the Indian people.

Unemployment

The State has been showing a more favorable unemployment rate than that of the nation as a whole. In 1970 in South Dakota, 3.7 percent of the civilian labor force were unemployed and ready and willing and looking for work, compared with a national rate of 4.9 percent. The steepening recession of 1975 did act to push South Dakota's unemployment rate up, but it still was only half that of the nation. However, there are pockets of high unemployment in a number of geographic areas of the State. In 1970, 20 of the 67 counties had unemployment rates higher than the State figure of 3.7 percent and over 19 percent of the counties had unemployment rates higher than the national rate The heavily Indian populated counties have the greatest unemployment rates. Considering just Indians living on or near the nine reservations, the Bureau of Indian Affairs' 1973 Labor Force Report showed an overall unemployment rate of 39.3 percent. Three reservations, Yankton, Crow Creek, and Sisseton reported unemployment rates of 84.5, 69.4 and 60.0 percent respectively.

The unemployment rates would probably be considerably higher if the discouraged worker called the "hidden unemployed" were counted as being unemployed. These "hidden unemployed" are not worthless members of society for with encouragement and assistance such as skill training through vocational education, these discouraged people can become productive job market participants.

Underemployment

There is also disguised unemployment which is also known as underemployment. As a result of underemployment, incomes are below what they might be. This underutilization is difficult to quantify. One approach is to divide the number of persons who worked less than an arbitrarily selected 40 weeks in a given year by the total of the labor force who worked any in that year; the result being expressed as a percent. Applying this technique to 1969 data as reported in the 1970 Census, it was found that the reference standard for South Dakota was 32.2 percent as compared to 28.3 percent for the United States. Altogether, 22 of South Dakota's 67 counties had greater underemployment than the state as a whole and nearly 63 percent of the counties showed greater underemployment than the nation as a whole. Again, the heavily Indian populated counties had the greatest underemployment. Underemployment is a major problem because the goods and services which could have been produced have not materialized and the income that could have been generated has not been received; all of which adds up to a lower standard of living for the people of South Dakota.

Women and Work

Interesting developments have been taking place with regard to women and the world of work in South Dakota. The labor force participation rate for females has increased for females 16 years and over from 32.2 percent in 1960 to 38.2 percent in 1970. In 1960, 29.1 percent of the civilian labor force of South Dakota were women. By 1970 this had risen to 35.4 percent. The early 20's and the 40's are especially popular ages for working women, with the highest labor force participation rate for women in the 20–24 year age bracket. It has become expedient for more women to work in order to sustain the family standard of living in the face of persistent inflation. This trend suggests that every female should include in her educational decision-making processes the possibility that she will work outside the home at some period in her life.

Employment

Employment for all industries grew by 3 percent in South Dakota between 1960 and 1970 and continues to post increases. Agriculture is still the single most important aspect of the economy of South Dakota from the standpoint of contributing to personal income. Just a decade ago, Agriculture also ranked number 1 in employment, but has now fallen behind the Service industry which is the fastest growing industry in the State. South Dakota has been losing 1,000 or more farms per year since the middle '50's. In 1960, there were 58,400 farms which had dropped to 46,500 farms by 1970 and the 1973 estimate is 44,000 farms. As the number of farms decrease, the average size of the farms increase. In 1960, the average size farm was 781 acres. By 1970, this had increased to 978 acres and according to the Crop & Livestock Reporting Service, the average size farm in 1973 was estimated at 1,034 acres.

The fastest growing industries in rank order are: Services; Finance, Insurance and Real Estate; Wholesale and Retail Trade; Manufacturing; and Public Administration. Transportation Communications, and Public Utilities are exhibiting slow, but steady growth and Construction appears to be picking up momentum. Mining industry employment has remained relatively static since 1960, but may become one of the growth industries of the future as technological breakthroughs support the quest for alternative sources of energy. An examination of the occupational changes that have been taking place in South Dakota indicates that the State has been sharing in the national upgrading of skills. Clerical and Kindred Workers posted the largest increase in employment between 1960 and 1970 (38.1%) and this is expected to continue. Service Workers occupations grew 35.7 percent in the last decade and is expected to continue to set a fast employment pace. A growing population, expanding business activity, more leisure time, and higher income levels all contribute to the demand for the wide variety of jobs and skill requirements that constitute the Service Worker group. Professional, Technical and Kindred Workers posted a 32.6 percent increase between 1960 and 1970 in South Dakota and this trend is expected to accelerate as the State continues to improve its environment and apply the latest technologies to its industries. Nonfarm Laborer employment dropped 8.3 percent in the past 10 years and is not expected to show any growth even though manufacturing and construction employment does rise. These industries are the principle employers of nonfarm laborers, but these and other industries are switching to labor-saving devices and away from manual labor. The point has already been made that Farm Labor occupations have been suffering severe erosion and this trend is expected to continue.

Personal Income and Per Capita Income

According to the Bureau of Economic Analysis, U.S. Department of Commerce, personal income has been going up in South Dakota. A new high was established in 1973 of $3.253.6 million which was over $670 million greater than in 1972 for an increase of 26 percent. By comparison, total personal income in the nation rose by 11.7 percent during the same period. This unusual performance was primarily triggered by an outstanding year for Agriculture which accounted for nearly 42 percent of the income from industrial sources. As a result, per capita personal income in 1973 rose to $4,771 which was a 25.5 percent increase over 1972, thereby earning second ranking in terms of percentage increase in the country. This was the first time that per capita income had topped $4,000 in South Dakota. Even so, South Dakota still was only 95 percent of the national per capita income average, but did hold to the 5 year trend of closing the gap. It is again noted that 1973 was not a typical year for the South Dakota economy. Farm prices were excellent and favorable climatic conditions resulted in bumper crops. It is noted that South Dakota's per capita personal income was 83.6 percent of that of the U.S. in 1972 and 85.4 percent in 1974. It is an established fact that any climatic or national/global occurrence which is detrimental to the agricultural sector will have an adverse effect on the economic status of South Dakota.

Poverty

From the foregoing, the inference must be drawn that South Dakota has been making progress toward the general improvement of human existence, but that by economic standards, the State is still relatively poor. Unfortunately, not all members of society have been sharing in the increased wealth. Poverty is not unique to South Dakota, but the severity of that poverty mandates that it cannot be easily dismissed. There were only a dozen states that had a greater rate of family poverty as reported in the 1970 Census of Population. There were 23,887 families with income below the defined poverty level which meant that 14.8 percent of all families were in those circumstances, compared to the U.S. average of 10.7 percent. Only 9 of the State's 67 counties have average family incomes greater than the national poverty line. Poverty is especially pronounced in 10 heavily Indian populated counties, ranging from 49.3 percent of families in Washabaugh County to 26.9 percent in Mellette County. Adding unrelated individuals with incomes below the poverty level to the total persons in poverty level families reveals that 18.7 percent of the total population of South Dakota is living in poverty. Approximately 38 percent of persons in this poorer economic situation are under 18 years of age, most of whom are there through the circumstance of having been born poor rather than rich. Unless changes are made, this fact will most likely affect their educational opportunities, employment opportunities, future earnings, and the state of their health.

If you are a member of a family with a female head the chances are about one in three that your family is below the poverty level.

Nearly 57 percent of the 23,887 families with income below the poverty level are headed by the working poor. They are working and struggling to make a living and put food on the table and a roof over the head, but are not earning enough income to escape the ravages of poverty. However, their employment does permit them to maintain some semblance of dignity and purpose and it does help minimize the poverty level deficit. Couple lower educational attainment levels with considerable dependency upon farm labor employment and season with low wages and invariably poverty will be present. Considerable poverty does exist in South Dakota. Progress has been made, but efforts on all fronts must be coordinated and intensified if there is to be a better tomorrow for all people.

Mr. HALL. On behalf of the committee and my colleagues, I want to say again we've certainly enjoyed the hospitality and welcome in South Dakota. I wouldn't mind coming back again some time. Thank you.

Mr. QUIE. There were some additional statements and I'm wondering if they could be made a part of the record.

Mr. HALL. Certainly.

[The documents referred to follow:]

PREPARED STATEMENT OF MELVIN R. BUCK, DIRECTOR, HUB AREA VOCATIONAL CENTER

The Vocational Act of 1963 and the several amendments since that time have had a great impact for our youth in this Nation.

Even though we have had Federal money for vocational education since 1917 with the Smith-Hughes Act we were never able to reach young people like we have since 1963.

I have been involved with vocational education in the State of South Dakota since World War II. I can well remember when we would have a State meeting of vocational educators and we would perhaps have two dozen people. Now we have over 500 people as administrators, counselors, and classroom teachers working in this field. This is great and we have made great progress. However, we must not stop here, there is still much to be done if we are to have equal opportunity for all people in our State. We need to reach many more schools and young people who are not yet getting the benefits of vocational education.

There are several problems that could be solved with some changes in the Act. We believe Congress should now be working on the budget earlier in the year, since this school year is half over and we still do not know how much money will be appropriated by Congress. In our estimation, this results in very poor planning. We believe the Congress and the State should be working one year ahead on budget planning since this is what the local school district must do. We are today, February 3, 1976, registering students for the 1976–77 school year, but we still do not know how much money we will get for reimbursement from the Federal and State level for the 1975–76 school year.

Many times the Federal acts are written so they fit only the ghettos in large cities, but do not work well in a rural State like ours. We are referring specifically to the set aside money specifically for the special needs or handicapped people. If the funds could be divided up by each State as they need it on the State and local level it would be much better.

Of course, the other item is that there is never enough money to do the complete job. We are convinced that if we had more money we could reach more people, and, therefore, the unemployment roll could be reduced. In reality, what we would be doing is making tax payers out of more people rather than tax users.

YOUTH FORESTRY CAMP,
Custer, S. Dak., February 9, 1976.

Mr. LARRY PRESSLER,
Congressman,
First Congressional District,
Longworth House Office Bldg.,
Washington, D.C.

Re: Voc/Education Hearings

DEAR CONGRESSMAN PRESSLER: I was pleased to be informed of the scheduled hearing in Sioux Falls on Feb. 13, 1976.

I regret that I will be unable to attend the hearings, but I certainly appreciate the opportunity of submitting testimony on behalf of this most worthy program in the State of South Dakota and in particular on the benefits it has provided for clients committed to the Youth Forestry Camp program by the Courts of our State.

I trust that the enclosed comments will assist the committee in their deliberations.

Respectfully Submitted;

H. J. VENEKAMP,
Director.

Youth Forestry Camp

BACKGROUND

The Youth Forestry Camp was established by the State of South Dakota as a rehabilitative agency under the supervision of the State Board of Charities and Corrections in 1967. During the course of the past four years we have been actively involved in attempting to provide a worthwhile and rewarding pre-vocational experience for all youth entering the program. Considerable financial and technical assistance assistance has been received from the Dept. of Education and Cultural Affairs, Dept. of Vocational/Technical Education through the Post/Secondary Disadvantaged portion of the act. Funding is received through section 102 (b) Part A.

At the present time pre-vocational experiences are being provided in the areas of Small Engine repair; Carpentry; Wheeling; and basic electronics.

PRESENT STATUS OF PROGRAM

In order to continue our program it is almost imperative that our agency continue to receive Federal support for this program. State or local funding is simply not available at the present time. Denial of funds would mean immediate cutback in programming in this most vital area.

At the present time our agency is receiving salary funding in addition to supplies and equipment. At this time all youth are being exposed to worthwhile vocations on a daily basis.

FUTURE NEEDS OF THE PROGRAM

In projecting for the future, I would hope that at some future date, more of the responsibility, especially in the area of finances, could be borne by the State and local governing bodies. If expansion of opportunities for disadvantaged is to be continued, it will certainly have to be given a higher priority than it has in the past. Different and more varied experiences should be provided in order to fully explore the potential of our clients, hopefully allowing them to make more accurate decision in terms of their future vocations.

CONCLUSIONS

Additional support for all phases of Vocational Education should be continued, and if at all possible expanded. Through the years this approach has proven to be most beneficial for the welfare of the students, and in turn for the benefit of our society in general. No longer can we continue to afford to provide educational experiences only for those who desire a higher education in the areas of academics. Vocational Education has proven itself in most areas, and particularly in South Dakota.

A cost factor impact statement is not available for clients who have been exposed through training afforded at the Youth Forestry camp, however, it can be documented that many have entered Area Vocational Schools, many are presently gainfully employed in areas where their initial training was received as a result of the program provided by Federal support of the Vocational/Education Dept. of our State. I would wholeheartedly support continued and expanded funding of this most worthwhile and rewarding program. To deny continued funding would be to deny a sizeable portion of our most productive citizens the opportunity of much needed training in areas where the job opportunities will continue to exist for the forseeable future. Funding for our Secondary programs in the State would also pay dividends for society, in that many of the referrals received at our agency could better be provided services at the local level.

Youth who are discharged form this facility continue to exceed the success ratio of those being discharged from other facilities as documented by the Federal Gov't. I would like to think that one of the basic reasons is that we do provide a combination of counselling, training through pre-vocational experiences, and a work therapy program where the clients can put their initial training to use on a daily basis. Providing less in the area of Vocational training would seriously hinder our ability to effectively rehabilitate the Youth entrusted to our care.

PREPARED STATEMENT OF WARREN MILLER, DIRECTOR, SOUTH DAKOTA WHEAT COMMISSION

As a member and past chairman of the South Dakota Advisory Committee on Agricultural Education, I have some concerns which I will express to you in the form of the following written testimony:

A recent GAO Audit Report indicated that perhaps states were spending too high a percent of Federal Funds for Vocational Program maintenance rather than in promotion of programs.

I don't agree with the GAO report. In a rural state like South Dakota, the use of Federal funds for local program operation is of extreme importance. The low population in South Dakota makes it difficult to establish an adequate tax base to support the more expensive Vocational Education Programs.

A second concern that I have is the real need for more Vocational Agriculture/Agribusiness Programs. At the present time there are sixty-eight secondary programs in the State. There are approximately 200 high schools in South Dakota and only 68 of them have Vo-Ag/Agribusiness Programs. I realize South Dakota has some high schools too small to justify a full-time Vo-Ag/Agribusiness program, but there are many communities in South Dakota who need and want local Vo-Ag/Agribusiness Programs.

The Division of Vocational Education is limited on the number of new programs it can establish because of a lack of sufficient funds. South Dakota's economy is based upon the agricultural industry and there are excellent employment opportunities for young people in production agriculture and agribusiness.

The frosting on the cake of the program of Vo-Ag/Agribusiness is the opportunity the young people have to belong to the FFA. The FFA is one of the finest leadership organizations in America today.

I hope my concerns are important to you and surely, if you have any questions related to this testimony, please feel free to contact me.

Mr. PRESSLER. I just want to repeat my thanks to the people who made this successful.

Mr. HALL. I might say in closing, Larry, if I brought part of the "flu bug" back to your people, I apologize.

Mr. PRESSLER. They're healthy out here, it won't affect them.

[Whereupon, at 2:10 p.m., the hearing was closed.]

[Information submitted for inclusion in the record follows:]

CHESTER AREA SCHOOLS NO. 34,
Chester, S. Dak., February 5, 1976.

Representative LARRY PRESSLER, R.-S.D.,
Committee on Education and Labor,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN PRESSLER: I wish to submit the following remarks to you concerning vocational education. As you know, the objective of vocational education is to provide an opportunity for all who enroll in a vocational course to prepare for the world of work by acquiring skills, attitudes, work habits and knowledge essential for successful entrance to a specific vocation, and to provide excellent facilities, and instructional staff to enable the graduate to achieve a feeling of pride and competence in his or her chosen field of endeavor as he assumes his place as a responsible, contributing members of society.

The record of job placement experienced by high school vocational courses and that of the Junior, Community or Technical colleges has been a very enviable one. In a survey of placement services in Iowa's Community Colleges that I completed last year, I found that better than 60% of the respondents were placed in the occupation or a related occupation for which they received training. I found that graduates of these schools were generally very satisfied with the occupational training they received and the assistance they received in obtaining jobs. This is a very important aspect of a good vocational program.

As a Superintendent of Schools, I have observed the vocational opportunities available to our high school students and find that we are sorely lacking in providing the vocational courses that would help our graduates. South Dakota has several area high school vocational schools providing some courses, but, the money needed to start these schools is more than our Districts can handle since many of the school districts are currently at the top of their mill levies just to pay general operating expenses. The public schools have not or cannot afford to accept their responsibility as a major manpower training agency nor have we delegated this responsibility. Our school offers 2 vocational courses: Agriculture and Home Economics. I feel that these are not enough to offer our students. We should be offering business, building trades, mechanics and, perhaps, others. We are fortunate to be offering what we do; many schools cannot do the same for their students.

There is much evidence to support our public education institutions as very efficient and economic agencies for training manpower. I hope additional funding can be provided to develop more programs to serve the public.

Sincerely,

DR. ARNOLD A. WOLD,
Superintendent.

THE CANTON PUBLIC SCHOOLS,
Canton, S. Dak., February 11, 1976.

Hon. LARRY PRESSLER,
House of Representatives,
Washington, D.C.

SIR: For the past years we have had great concern for our students who terminate their formal education after four years of high school and are not college bound.

As you are aware, I'm sure, the tax structure in South Dakota is so designed that we are almost completely dependent on the property tax, and this has reached a point where any new program is prohibitory.

With this background I would like to describe our struggle here at Canton to provide vocational education opportunities for our students.

Great effort was given in an attempt to provide these vocational opportunities at our school with our staff and utilizing our present facilities. We discovered that we had neither the finances or the building to provide anything close to adequate vocational training.

At this point we attempted to create an "area" vocational school in a nearby community whereby five independent high schools would join together to provide a basic vocational program. After almost two years of study, planning, and research we found that there was not enough interest in the surrounding schools to join in such a venture as this.

We are now exploring another possibility: offering vocational education classes during the summer in a cooperative effort with one other school. We believe this thinking would have many advantages. Offering these classes during the summer would not require any additional facilities as we could use our school plants that normally sit idle during this time and we would have at our disposal any number of excellent teachers who, as a rule, are unemployed in their specialized area during this time.

We would encourage the exploration of this type of a summer program that takes advantage of present facilities and available instructors through a pilot program. We are convinced that a program of this nature would have far reaching effects on not only our student's potential and attitude, but also an impact on our economy. We wonder if it would be possible for the federal government to provide direct assistance in this type of venture?

The intent of our correspondence is to convey our feeling for the need of vocational education for students and the impossible situation we find ourselves in attempting to finance these programs without substantial help from either the state or federal government.

Very truly yours,

RICHARD HOFFMAN,
Board of Education.

UNIVERSITY OF SOUTH DAKOTA,
Springfield, S. Dak., February 19, 1976.

HON. LARRY PRESSLER,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN PRESSLER: I appreciated very much the opportunity to participate as a panel member in the hearing on Vocational Education held in Sioux Falls on February 13. I believe many of the real concerns regarding vocational education surfaced during the hearing and I trust it has provided helpful information to you and your colleagues.

To supplement the discussion at the hearing, I am presenting the following:

1. Federal Vocational Education Funds Received by USD/S—As noted at the hearing, USD/S does not receive Federal Vocational Education Part B Funds for its two year (or less) vocational-technical programs. There is some confusion as to whether we qualify since our students may, through a 2+2 approach, continue their education towards a degree. We believe that the Federal Legislation does provide for reimbursing these programs (and if it does not, it should) since the objective of the first two years is occupational preparation. We also agree that if these programs are reimbursed it should be based on the operation of the first two years of the program and not for the last two years. We continue to talk about providing career ladders in our educational system and vertical articulation. Our (South Dakota's) present reimbursement policy discourages this concept.

2. A Marriage Between Vocational Education and Liberal Arts Education—Since the beginning of the first vocational education programs at USD/S in 1948, we have maintained the philosophy that students should not be labeled as either "Vocational Education" or "Liberal Arts" students. They are all pursing an education that prepares them for their chosen career. Since 1972, we have integrated the liberal arts and vocational students in disciplines that support the vocational-technical programs, such as: mathematics, communications, physics, economics, psychology, etc. The electronics students, for example, take their technical writing courses through the English department.

We find many of our vocational-technical students are participating in music, speech, dramatics and all the other activities on campus that are traditionally considered liberal arts type of activities. This we believe is beneficial to the student and provides a stronger bond in the marriage between vocational education and liberal arts.

3. Residential Institution—The residential section of the vocational act received little discussion at the hearing. The funding of this section could be beneficial to South Dakota because of our sparse population and great dis-

tances. It is just not financially feasible for South Dakota to place vocational education within driving distance of every resident. Thus, we need to develop a quality residential institution to serve a major proportion of the state's residents. USD/S has a base to build upon and with federal funds could meet this need.

We appreciate your concern for and support of vocational education. If I may be of assistance in providing additional clarification or information, please contact me.

Sincerely yours,

THOMAS C. STONE,
Dean of Instruction.

DU-AL MANUFACTURING CO.
Sioux Falls, S. Dak., February 13, 1976.

Representative LARRY PRESSLER,
Sioux Falls, S. Dak.

Subject: Vocational education re: Subcommittee hearing in Sioux Falls February 13.

DEAR REPRESENTATIVE PRESSLER: I wish to place the following on file as input for consideration in future vocational educational work:

(1) Vocational education should begin in kindergarten.

(2) If we truly believe in individual freedom and choice, we would be sensitive to the oppressive practice of "pigeonholing" students. We tend to be overly concerned to select college material, in short we cannot, and should not, play God.

(3) Elementary and secondary mathematics and English courses should emphasize application. Example, all students, both boys and girls, should know how to read a micrometer, write reports, interpret data, and express opinion.

(4) In many of our secondary schools the connotation is that those who cannot make it academically, are delegated to the vocational educational classes and these classes hence are not tuned to the current business needs. Hence, the connotation that only those who cannot make it academically go into vocational classes. In those schools where vocational education is a strong course, with the courses being current modern day oriented, their students are in demand by industry, not only locally but in surrounding states.

(5) A personal experience in training people to fulfill the needs of industry is that both sexes are equally capable of performing any job that we currently have in industry with equal facility. As an example, we do not hire 90-lb. men to do 100-lb. work in the same manner we cannot hire 90-lb. women to do 100-lb. work.

(6) My experience in training employees is that both sexes understand mathematics, drafting, machine tool work, can read a mike, and can lay a weld bead with equal facility if taught and if they have the desire to perform that kind of work.

(7) To summarize, vocational education should start with kindergarten oriented to develop the total human being without regard to race, creed, or sex. It must be action oriented for into today's fast moving world. Besides knowing how to apply for the job, we must be able to hold the job and get along with our fellow human beings in the rest of the community.

(8) I have always believed that education is the function of the local school board however it seems as though some of this local effort has gotten out of hand as we continue to have input from larger bureaucracies.

Sincerely yours,

JOHN M. COLE,
Vice President of Manufacturing.

VOCATIONAL CENTER

To: Congressional board
Subject: Vocational education

My name is Frank Zahn and I am currently teaching at the Hub Area Vocational Center in Aberdeen, South Dakota. I am the distributive education teacher/coordinator.

The program we have is a combination of distributive education-diversified occupations in the form of a cooperative education program.

This program offers many opportunities for students who do not plan to continue their education beyond high school. It gives them a chance to enter the world of work on a part-time basis and receive on-the-job training, pay, and school credit.

A follow-up report on 1975 graduates showed that 46.3% of the students were working in unrelated jobs, 9.7% were attending institutions of higher dents were working in related occupations. Of the remaining students, 17% were working in unrelated jobs, 9.7% were attending institutions of higher learning, 9.7% entered the armed services, and 7.3% were unemployed.

Over 53% of the students utilized this program of on-the-job training and related classroom instruction and have become productive workers in our community.

This, to me, is an example of what vocational education can and is doing. These students who are now working, whether in related or unrelated occupations, have become productive members of society and have demonstrated one trait that I feel is necessary in today's society—that is—that there is dignity in work no matter what vocation you pursue.

I would also like to say that I feel Congress should act on funding for vocational education one year in advance. As it presently operates, we now are half through fiscal year 1975–76 and we do not know how much money we will receive. When we do find out, if there is a surplus of funds they must be spent or lost and in some instances these monies may not be spent advantageously for vocational education.

VOCATIONAL AND OCCUPATIONAL EDUCATION

SATURDAY, FEBRUARY 21, 1976

House of Representatives,
Subcommittee on Elementary, Secondary and
Vocational Education
of the Committee on Education and Labor
Lexington, Ky.

The subcommittee met at 9 a.m., pursuant to notice, at the University of Kentucky, Board of Trustees' Conference Room, Lexington, Ky., Hon. Carl D. Perkins (chairman of the committee), presiding.

Members present: Representatives Perkins, Lehman, Blouin, Hall, and Quie.

Staff present: John F. Jennings, majority counsel; and Richard H. Mosse, assistant minority counsel.

Chairman Perkins. The committee will be in order.

This will be the capstone of the entire series of hearings that we have conducted over the past 2 years. We have held over 40 days of hearings with a view in mind of writing a better vocational education bill.

In the course of the hearings many issues have surfaced, and I think that the witnesses today should, to some degree, address their remarks toward some of these issues. At least, we will raise them through questions, if the witnesses fail to do so.

One of those issues, and perhaps the foremost issue, is whether a certain percentage of funds should be earmarked for postsecondary schools. We are only spending $450 million presently. This is as much as we have been able to get appropriated for the basic programs.

In the past, vocational education has served high school students, the dropouts, and the disadvantaged in the area vocational schools. But in certain sections of the country the situation is changing. We made a trip to Mr. Blouin's district in Iowa and Mr. Quie's in Minnesota, where the educational attainment is high. In these areas much of the Government money is being expended presently for postsecondary schools.

We have another issue along that line. The land-grant colleges and the postsecondary spokesmen have all come in and requested a separate board at the State level, instead of the State board, as presently constituted.

So, we want you to think about that. I have personally felt that it would be better to have only one board, and perhaps have all the postsecondary schools represented on that one board.

We have other issues. The President, in his proposed budget, recommended the same amount of money, $562 million, as we are presently spending. If we could get adequate funding there would not be any controversy whatsoever between the postsecondary schools, technical schools, and the area schools and their ongoing programs within the States, and it would be an easily settled situation.

However, squeezing money out of Washington, considering the attitude of the Bureau of the Budget, is a most difficult task. I know that you people realize that we are going to do our darndest to get the appropriation for the basic State grants up to $600 million instead of the present $450 million level. But it may only be Carl Perkins' wishful thinking. We may not be able to accomplish that at all.

The President submitted the same budget that he submitted last year, $552 million, and of that, $18 million is for research, $16 million for exemplary programs, $41 million for home economics, $10 million for work study, and $1 million for curriculum development.

But the President has also suggested that one-third of the this $552 million go for so-called innovative programs. Now, I know how this would affect the ongoing programs in Kentucky. I know that it would starve many worthy programs, out of existence. In some States, however, it may work the other way.

I thought that I would just throw out a few of the issues.

Another subject matter that I want to discuss here today is the relationship between manpower programs and vocational education. I see Virgil Osborne here, who has concentrated employment programs that serve the same purpose as vocational education, and that was the intent when we wrote the Comprehensive Employment and Training Act.

We intended that the objective be the same as vocational training. Sometimes, however, and notwithstanding the good intentions of the Congress, these things get working at cross purposes, and we do not do the job that we intended.

I am really concerned about the quality of training in certain areas of our vocational school system. I know that we don't have the funds, and perhaps we are not spending the money that we should spend. In my way of thinking, it is the surest insurance in the world against unemployment.

We have done a wonderful job in constructing the schools. In the mining area, I have observed personally that we are not training the technicians, the youngsters that go into the mines today, to operate the sophisticated equipment, which is quite different from the days when I was a boy.

Those days are gone, and we have a new era and a new industry in Kentucky and all over the country. It calls for programs to improve the training for the existing jobs in the area. We have been trying to do that since 1963. We wrote the 1963 act on a job orientation basis.

Congressman Quie and myself had a long chat last night. I told him that we were running into a buzz-saw or a circle saw, when we undertook to stir up the $41 million for home economics as specifically earmarked. We ran into it in 1968. I personally feel that we should leave that alone.

However, there are programs that we can consolidate to eliminate a lot of paperwork at the State level. We want to write the best bill possible.

Before I introduce the Governor of Kentucky, who is our first witness, do you have anything that you would like to say, Mr. Hall?

Mr. HALL. No, Mr. Chairman, other than it is great to be back in Kentucky.

Chairman PERKINS. Mr. Lehman?

Mr. LEHMAN. I am happy to be here, Mr. Chairman.

Chairman PERKINS. Mr. Blouin?

Mr. BLOUIN. Ditto.

Chairman PERKINS. Let me welcome the Governor of Kentucky, Governor Carroll.

We are happy to hear from you at this time.

STATEMENT OF HON. JULIAN M. CARROLL, GOVERNOR OF THE COMMONWEALTH OF KENTUCKY

Governor CARROLL. We are glad to have you at home, of course. We welcome Congressman Hall, Congressman Lehman, and Congressman Blouin, and we are glad to have you all in Kentucky. We consider your committee to be one of the most important committees of the Congress. Obviously, it is of vast importance to all people in America. When you deal with the education of our children, there is no subject that is more vital in importance to all of us.

I want to proceed, Mr. Chairman, with my testimony by filing a rather detailed statement, and then give you about a 6- or 7-minute condensed statement of that statement.

Chairman PERKINS. Without objection, it is agreed to.

[Prepared statement of Hon. Julian M. Carroll follows:]

PREPARED STATEMENT OF JULIAN M. CARROLL, GOVERNOR OF THE COMMONWEALTH OF KENTUCKY

Mr. Chairman and members of the Select Sub-Committee, I am Julian M. Carroll, Governor of the Commonwealth of Kentucky. On behalf of the citizens of this Commonwealth, I want to give you a warm and wholehearted welcome to the Commonwealth of Kentucky and the University of Kentucky for the purpose of conducting a public hearing on Vocational Education.

I understand that the Congress will be enacting new vocational education legislation before the conclusion of this session. Since Vocational Education is of vital concern to a large majority of the people of this Commonwealth and throughout the United States, I am fully aware of the gravity of these hearings and of the significance of the legislation which will be enacted into law by the Federal Government, based upon your findings and recommendations.

I wish to express my appreciation to the Congress and members of the Subcommittee on education for the continuing support you have given to Vocational Education down through the years. I want to take this opportunity to pay special tribute to your illustrious, hardworking, and dedicated Chairman, the Honorable Carl D. Perkins from the Seventh Congressional District of the Commonwealth of Kentucky.

We are extremely proud of him and grateful for his outstanding accomplishments in the United States Congress. We are also mindful of the dedication and achievements of the other members of the Subcommittee on Education. We realize that you have a great concern for the future of Vocational Education in this country and the necessity for sound legislation which will appropriately support the development of this program at the local educational levels of this Nation.

I can assure you that I am very much interested in a broad-based statewide comprehensive program of Vocational Education for the people of Kentucky. I strongly believe that everyone who is educable and trainable and has the potential for a productive role in our labor force should have the opportunity to secure vocational training which is suited to his interest, needs and abilities.

I also believe such vocational training should be oriented to reasonable expectations for appropriate employment opportunities. This is our goal in Kentucky. I sincerely believe that it should be a high priority for this Nation.

I strongly believe that the development of Vocational Education and its continuing support must be a cooperative effort on the part of the Federal, State and local levels of Government. These three levels of Government must be led to see this responsibility as a mutual and reinforcing partnership on a continuing basis.

In this regard, I must disagree with the conclusion of the General Accounting Office (GAO) when it defines the Federal role as merely catalytic.

It is not reasonable to assume that the Federal Government merely generates programs, services and projects to stimulate certain activities by the states and local communities and then leaves them holding the bag with regard to the required continuing financial support to keep the programs and services in operation.

We must recognize this program as a national priority that requires continuing high level Federal financial support and technical assistance based on the expressed needs at the State and local levels.

Members of the Congress and the President are to be commended for their initiative and foresight in enacting the Vocational Education Act of 1963, providing improvements in the Amendments of 1968, and continuing efforts to expand the program in the Education Amendments of 1972, 1974, and 1975. Since enactment of the Vocational Education Act of 1963, funding for this legislation has been increased each year. This is an indication that the Federal Government has established Vocational Education as a high national priority in educating the people for employment in the labor market.

However, it should be recognized that state and local financial support for Vocational Education has increased to a much higher level than has Federal support. In 1975, such support in Kentucky has almost six (6) times that of Federal support. State and local financial support in Kentucky amounted to about $6 for each $1 of Federal funds received.

We are expanding Vocational Educational opportunities each year throughout Kentucky. We are serving a larger percentage of the population each year. In 1963, there were 79,124 people enrolled in the statewide program; in 1970 the number had increased to 127,783; and the enrollment increased to 227,870 in 1975. Additional facilities, programs and services are being added each year to meet the needs of the people seeking employment and to meet the needs of business and industry.

We believe Kentucky has made outstanding progress since 1963 in developing a statewide comprehensive Vocational Educational Program to serve persons of all ages in every community of the State. Yet, we know we have much more to be accomplished if we are going to attain our goals in meeting the continuing needs of the people.

In 1975, we had Vocational Education programs, services and activities operating in 14 state vocational-technical schools, 62 area vocational education centers, about 325 secondary schools, 5 correctional institutions, 11 community colleges, 3 technical institutes, 1 four-year college, and 7 universities in Kentucky.

In addition to some expansion of facilities and programs in the years ahead, we see our greatest challenge to be the improvement of quality in the instructional programs and essential supporting services. To accomplish these goals, there must be increased Federal financial support and technical assistance.

We recognize that Federal leadership and financial support through Vocational Education legislation since 1963 have had a significant influence in stimulating this Commonwealth to assess its overall needs for Vocational Education and develop an aggressive, comprehensive plan to take advantage of our opportunities to serve the people and satisfy the growing needs of business and industry.

During the period from 1963 to 1975, we have invested $90,117,834 in area vocational school facilities. This includes the cost of construction and equipment. Of this amount, $49,455,867 came from Federal sources; $24,634,084 came from State funds; and $16,027,883 came from local educational agency expenditures.

(See attached table of Vocational-Educational Expenditures).

This State has promoted the development of a statewide system of Vocational Education through the construction of adequate facilities to accommodate comprehensive vocational education programs which would be within reach of everyone who should benefit from them.

The provisions of the Vocational Education Act of 1963 and its Amendments in 1968 have served as the basic model for the development of the Vocational Education Program in Kentucky.

We recognize the provisions of this legislation to be well conceptualized in terms of national needs and desirable national priorities. However, the manner and level of Federal funding have inhibited the development and growth of programs and services at the rate desired by the leadership at the State and local levels.

In Kentucky, we believe that an effective educational experience which prepares individuals for a productive role in the economy and a responsible role in society must be based on a sound, total educational system that extends from the beginning of early childhood education to the very end of adult and continuing education.

There must be appropriate articulation between the different levels of education and reinforcement of each individual's experience throughout the educational process. All levels of education must be appropriately conceptualized, properly integrated and planned, and effectively coordinated so that each level will make its maximum contribution to the viability and welfare of the total educational system.

Vocational Education is recognized as an integral and vital part of any sound, comprehensive system of education. It must give primary attention to the components of occupational orientation and exploration and career selection as these educational experiences lead to vocational preparation and the need for continual updating of occupational competencies. This will largely extend through secondary, postsecondary, adult, and continuing levels of the educational system.

Of the total population in Kentucky, it is believed that 100 percent of those in the 12 to 15 age group should have the opportunity for appropriate educational experiences in occupational orientation and exploration and career selection; 80 to 85 percent of those in the 16 to 25 age group should have the opportunity for effective vocational preparation that will lead to employment in the labor market below the baccalaureate degree level and about 10 to 15 percent of this group should be expected to find employment opportunities with vocational preparation at the baccalaureate degree level or above.

The entire population from 25 to 65 years of age should have the opportunity for adult and continuing education based on their needs, interests, and abilities to benefit from the instruction. It has been estimated that at least one-third of this group should be receiving refresher courses, upgrading, or retraining in Vocational Education each year as long as they are productively employed in the "world of work."

To reach this level of educational commitment and opportunity for vocational training in Kentucky, we have made significant progress since passage of the Vocational Education Act of 1963, but we still have a long distance to go. It will require a concerted and cooperative effort on the part of the Federal, State and Local Governments and full understanding and dedication on the part of the educational community to get these goals attained.

It is anticipated that there will be a significantly increased interest in Vocational Education at the secondary, postsecondary, and adult, and continuing education levels during the next decade. This will bring about an increased demand for Federal, State and Local leadership, technical assistance, and financial support if the demands are to be satisfied.

The anticipated increased cooperation, technical assistance and financial support for Vocational Education should result in new and expanded facilities and an increased number of high priority programs, services and activities available to the people of Kentucky.

As you are aware, I have been stressing the significant developments in Vocational Education that I have observed in Kentucky since passage of the

Vocational Education Act of 1963. However, I must say to you that I have some definite opinions regarding the Federal Vocational Education Legislation which has been enacted since 1963, the new legislation which has been proposed by various organizations, and certain existing practices that need to be corrected so as to improve the soundness and effectiveness of the on-going Vocational Education Program.

It seems evident that the rapid changes in the economic system, due to the impact of science and technology, will bring about changing requirements for employment. There is now a growing demand for competency-based Vocational Education which will require more emphasis on program development, oriented to higher-skilled and technical employment requirements. In order to keep pace with the employment needs of business and industry, Vocational Education will be required to constantly re-examine and restructure its program offerings.

It is evident that as the tenor of the country moves toward greater emphasis on equality of Vocational Education opportunities for people at all age levels, more vocational education opportunities must be made available in all areas—particularly for females and minority groups.

This movement will also call for specific Vocational Education opportunities for the disadvantaged and handicapped in a more wholesome educational environment. Many disadvantaged and handicapped persons need to be provided these opportunities in a residential vocational education setting on a full-time basis.

I believe in sound legislation for the support of the various functions emphasized in the areas of Vocational Education and manpower development must retain the categorical features indicated in the Vocational Education Act of 1963, as amended in 1968, for the foreseeable future if these areas of special need are to continue to receive the attention that will be required for the benefit of the people to be served. I also bliieve that it would be a tragic mistake to merge Vocational Education with other federally-supported educational programs into a block grant to the states at this time. The educational climate is not yet ready for such a move. Vocational Education would suffer in such a move at this time.

The major problem in federal legislation is not categorical aid. The major problem is lack of adequate and stable funding of the Vocational Education functions included in the Vocational Education Legislation. In long-range and annual planing for a sound, statewide comprehensive program, adequate financial support is essential.

A major problem in federal legislation is the manner in which programs, services and activities are to be delivered to the people. I believe the answer to a sound structure for the delivery of Vocational Education and manpower development programs resides in a comprehensive system of Vocational Education within the state.

This involves cooperation, coordination and articulation of all educational levels and all educational agencies involved. This is essential to avoid unnecessary duplication and proliferation of programs, services and activities.

I have recommended an appropriation of $70 million for Vocational Education in my executive budget for the 1976–78 biennium. These monies are designed to strengthen and improve the Vocational Education facilities and programs in the Commonwealth.

After carefully analyzing the present Vocational Education Act of 1963, as amended in 1968, and its influence on the development of Vocational Education in this country over the past twelve (12) years, and reviewing the various new proposals for consideration by the Congress, I have several recommendations to make to this select Subcommittee on Education in the House of Representatives of the U.S. Congress. I strongly believe they are worthy of consideration by the Congress and the President of the United States.

I am convinced that the Vocational Education Act of 1963, as amended in 1968, has been an effective piece of Vocational Education Legislation. It has served this country exceedingly well. It has been broadly conceptualized and should be retained as the basic format for drafting the new legislation which will be enacted during this session of Congress. This legislation has provided adequate scope for the development of a sound Vocational Education Program which is required to serve the Vocational Education needs of the people and the manpower requirements of business and industry throughout this State and across the country. It needs very few amendments or additions to strengthen its provisions in serving the needs of the people and the manpower requirements of the labor market.

The financial authorization in the Act needs to be increased to meet the growing demands for Vocational Education and to make the Federal Government a stronger participant in the continuing support of this program. I do not believe it is unreasonable for the Congress to increase the authorization of appropriations for basic State grants for Vocational Education from the present level of approximately $565 million a year to at least $1.2 billion for fiscal year 1980 and for each succeeding fiscal year. This would seem to be in line with the growth that has occurred across the country due largely to the stimulus and reasonable involvement of the Federal Government in the financial support of this program which has a high national priority as it pertains to economic development and manpower development and training.

I believe the annual appropriation of the amount authorized in the legislation needs to be significantly increased if the states can be expected to be accountable in carrying out the long-range and annual plans required in the federal guidelines for federal financial participation in the state's comprehensive program of vocational education and manpower development. To date, the Federal annual appropriations have never reached as much as 50 percent of the authorization level in the legislation. The annual appropriations must be much higher if the needs are to be satisfactorily met.

Secondly, the new legislation should include provisions for forward funding of the annual appropriations. This is a necessity for sound program planning and effective program management. The legislation emphasizes needs assessment, long-range and annual planning, and continuous program evaluation at the Federal, State and local levels. If these provisions are to be carried out in a realistic manner, the Federal Government needs to support them with provisions for forward funding. Generally, the federal appropriations have been granted to the states from four (4) to ten (10) months after the beginning of the fiscal year in which they were expected to be expended. The Tydings Amendment, allowing two years to spend each year's appropriation, has provided a partial solution: But I would suggest that forward funding is a more logical solution.

Third, the new legislation should make more adequate provisions for direct financial assitance to students in need of financial support. This financial assistance should be in the form of stipends, grants, or loans similar to that included in other federal manpower training legislation. The present provisions for work-study programs to provide economic assistance should be continued, expanded and updated so as to enable the student to work more hours and receive higher compensation. In its present form, it is not adequate to meet the economic needs of many students.

Fourth, the new legislation should give more emphasis to occupational orientation, exploration, and career guidance as a means of helping students in the junior high school, grades 7 through 9, make realistic career choices before they move into the preparation phase of Vocational Education at the senior high school level, grades 10 through 12.

The basic objectives of Vocational Education expressed in the Vocational Education Amendments of 1968 are occupational orientation, exploration, preparation and vocational guidance services. At the secondary school level, the legislation should positively define secondary education to include grades 7 through 12. A new section should be added to the legislation which would provide for greater emphasis on occupational exploration and career guidance for the purpose of helping students make career choices during junior high school leading to vocational preparation beginning with the senior high school phase.

Fifth, part E of the Vocational Education Amendments of 1968, which makes provisions for the implementation and support of "residential vocational education schools" for disadvantaged youth between the ages of 16 and 21, should be implemented and funded at an adequate level to meet the needs of this important group. As you know, this section of the Act has never been funded.

Finally, I would urge that in the transition of the beginning date for the fiscal year from July 1 to October 1, it is essential that a supplemental appropriation be provided by the Congress to cover the costs during the three (3) months' transition period. The regular annual appropriation for the usual

twelve months' fiscal year would not be adequate or realistic to meet the needs of this extended period.

In closing, I want to express my appreciation to you for your decision to come to Kentucky to hold these hearings. I thank you for the opportunity to present my views regarding the needs for a strong Federal, State and Local partnership in support of Vocational Education. My views as to what should be considered to strengthen the Federal Vocational Education Legislation as a means of improving Vocational Education are made on behalf of the people of the Commonwealth of Kentucky who need such training in their efforts to become more productive citizens.

We assure you of the availability of our services and support as you strive to provide sound Federal Legislation to support Vocational Education in this country. We want to congratulate you and encourage you to continue your efforts on our behalf.

Attachment 1

The total expenditures by sources of funds are shown in the following table.

FUNDS INVESTED IN AREA VOCATIONAL SCHOOL FACILITIES BY SOURCE OF FUNDS, FISCAL YEARS 1963 THROUGH 1975

Federal source	Total	Federal	State	Local
Part B	$42,797,521	$18,392,960	$14,193,196	$10,211,365
ARC	31,283,616	20,031,107	7,147,460	4,105,049
EDA	4,006,961	2,426,800	210,360	1,369,801
Revenue sharing	12,029,736	8,605,000	3,083,068	341,668
Total	90,117,834	49,455,867	24,634,084	16,027,883

Governor CARROLL. I can assure you that I am very interested in a broad-based, comprehensive State vocational education program for the people of Kentucky. I believe that everyone who is educable and trainable, and has the potential for a productive role in our labor force, should have the opportunity to secure adequate vocational training.

I also believe that such training should be oriented to reasonable expectations for employment. This is our goal in Kentucky, and I believe that it should be a high national priority.

I also strongly believe that the development and support of vocational education must be a cooperative effort of the Federal, the State, and the local levels of government. These levels must see this responsibility as a mutual and reinforcing partnership.

I do not see the Federal as merely catalytic. We must recognize this program as a national priority requiring Federal financial support and technical assistance.

Congress and the President are to be commended for the enactment of the Vocational Education Act of 1963 and the amendments of 1968. Since the enactment of the 1963 Act, funding has been increased each year, indicating that the Federal Government sees vocational education as a high priority.

However, it should be noted that State and local support for vocational education has increased at a much greater rate than Federal support. In 1975, such support in Kentucky was approximately 6 times that of the Federal support that we received. We are even expanding vocational education opportunities in Kentucky.

In 1963, when the original act was passed, we enrolled 79,000 people in our programs. In 1970, that number was 127,000, almost double. By 1975, it had increased to 227,000, an obvious 3 times.

We believe that Kentucky has accomplished much since 1963. We know that we have much more to get done to adequately serve the needs of the people in this State.

In 1975, we operated vocational education programs in 14 vocational-technical schools, in 62 area vocational education centers, and about 325 secondary schools, 5 correctional institutes, 11 community colleges, 3 technical institutes, 1 4-year college, and 7 universities. Yet we see our greatest challenge as improving the quality of the programs.

To accomplish our goal there must be increased financial support and technical assistance.

In Kentucky, we believe that a sound, total educational system is necessary. Vocational education is an integral part of that system. Our budget is now before the Kentucky General Assembly. I hope to get it reported out sometime next week.

I have recommended, in this budget, an appropriation of $70 million for vocational education for 1976, 1977, and 1978. These moneys are designed to strengthen and improve the vocational education facilities and programs in the Commonwealth of Kentucky.

It is believed that 100 percent of those in the junior high schools should have educational experiences and occupational occupation, and exploration in career selection; that 80 to 85 percent of the 16-to-25 age group should have the opportunity for effective vocational preparation; and at least 10 to 15 percent should be expected to find employment opportunities with vocational preparation at or above the baccalaureat degree.

The entire population, from age 25 to 65, should also have the opportunity for adult and continuing education.

We have made significant progress toward meeting those goals, but we still have a long way to go. We cannot attain these goals without a concerted and cooperative effort by all levels of government.

During the next decade, there will be a significant increase in interest in vocational education. This will require increased leadership, technical assistance, and financial support if this interest is to be met.

I do have, Mr. Chairman, and members of the committee, definite opinions about vocational education legislation enacted since 1963, some of the proposed legislation, and certain existing practices.

Chairman PERKINS. Let me say, at this point, that the president promised forward funding if we went along with his program, but I take it from your statement that you are not in favor of the program where one-third of the basic funds being expended for ongoing programs, to be diverted to so-called innovative programs.

You used other language, but this is the way that I interpreted your language.

Governor CARROLL. You are exactly correct.

Mr. Chairman, one of the most acceptable concepts we find, in taking a look at our educational system, is what might be called the "traditional concept."

Chairman PERKINS. I would think that we would not disturb the categorical funding for the disadvantaged. We have gone out of our way this year to make vocational education and vocational rehabilitation funds available for the handicapped to a greater extent than ever before. Many of those were passed over the President's veto. But we still lack the funding for vocational education, and I am just as strong for this.

I agree wholeheartedly with your suggestion. We are going to make a good, hard fight to get that funding before the Appropriations Committee.

We already have the forward-funding concept in the law. We put it in there several years ago, but we had a real hard fight selling it to the Congress. We began to try to sell it back in 1969.

However, we are not going to trade off our rights in order to get forward funding. It is up to the Appropriations Committee, because we already have it in the basic law.

Governor CARROLL. I agree with you.

Chairman PERKINS. We are going to make a devil of a fight to get more funding, and to get forward funding to better stabilize the program.

Governor CARROLL. As a practical matter, what happens next is that, the teachers, at the end of the school year when the funding runs out, then we are subject to losing all of them to other competitive programs in better competitive situations in industry and in adjoining States. We have to start the program all over the next year, and rehire the whole staff in order to be able to conduct the programs.

So, forward funding is extremely important, but certainly not at the sacrifice of the existing programs.

The new legislation should make adequate provisions for direct financial assistance to students who need support. We have done this in Kentucky. We have a direct grant system for students who need that financial support.

The provisions might be similar to those included in the manpower development and training legislation which I consider to be real sound.

I might make a point here, Mr. Chairman, that I presently have a bill before my general assembly, asking the Kentucky General Assembly to authorize me to permit an inmate in our institutions to leave 3 months early, if he is to be paroled, so that I might enroll him in a vocational education course. So by the time he really, in effect, would be out, we can get him into a job.

Obviously, one of the major problems that we have in this whole area is releasing somebody for short-term employment, and they are really not trained to do that job. Then, you find them committing offenses again.

I think we sometimes overlook the value of the vocational education programs to that whole area of criminal justice. We so often look at it just as a job market itself without realizing the dollar value of the program in other places where the Congress is putting substantial funding.

I know that you are well aware, and that the members of the committee are well aware, that substantial funding has been put into the LEAA program. Perhaps, we could put the money and educate those young people that are coming out so that they will not go back, so that they will not become a burden on society.

If we put the money in the right place, we can save dollars rather than have them costing us dollars, Mr. Chairman, and that is the point that I am making.

The new legislation should give more emphasis to occupational orientation and exploration and career guidance, so that our young people will be able to make a realistic career choice during their junior high school period.

A large number of them should be ready for vocational preparation upon enrollment in senior high school.

Part E of the Vocational Education Amendments of 1968, concerning "residential vocational education schools," for disadvantaged youth between the ages of 16 and 21, should be implemented and funded at an adequate level to meet the needs of this important group.

As you know, and as I understand, this section of the act has never been funded.

It is essential that supplemental appropriations be approved by Congress to cover the cost of the 3-month transition period required to change the date of the fiscal year from July 1 to October 1, 1976, since the regular annual appropriation will not be adequate.

I really deeply appreciate this committee coming to Kentucky, and I appreciate your making the opportunity available to me, Mr. Chairman, to come before you.

I might just close with one quick summary. I find in our State, and looking at the statistics for the job market, that we are going to need about 80 percent of our work force in some 10 to 12 years, to have a job training that does not require a baccalaureate degree.

I hold two degrees from this university where we are now sitting. I have three other degrees that have been granted to me, of course, by the various institutions that have had some respect for my work. But I say to you in all honesty, without any reflection at all on our system of higher education, we are misleading the young people of America when you tell them that in order to be a success in life, they have to have a college education.

We have not made it socially acceptable for them to accept vocational-technical training that does not lead to that college degree. We are trying to change that in Kentucky for a lot of reasons.

Right now, under the merit system for the Commonwealth of Kentucky, we are employing people, and one of our major problems is the simple fact that I am required to hire one of the top three people on the register. I am really not getting at qualified people because people with Ph. D's and master's degrees are taking our test, and filling up the top three slots. So they are overeducated for the type of jobs for which we need to hire people.

I have too many professional people on my merit system register, to the point that we cannot get to the people that we know are best qualified to fill the jobs.

Not only that, but it is almost criminal to lead the students to believe that education will lead them to productive employment once they get out into society. That is not true. We need to tell them that they need a vocational-technical skill that is needed out in the industry.

Probably what is more vitally important to our major responsibility, and the responsibility that you have in recommending funding to the Congress, and one that I have in recommending funding to my general assembly, is that I can take a dollar at the local level for a vocational-technical training program, and get $3 or $4 worth out of it in the manner it is now employed in our system.

Dollars are becoming so scarce that this is how we have to approach it. We do not have any choice.

Mr. Chairman, I am sure that you may have some questions. I apologize for the extent of my remarks.

Chairman PERKINS. Yes, I do have some questions.

Governor, how can we make sure that the programs that we are opening in our vocational schools are relevant, and that the youngster will optain employment whne he gets out of that school? This is the problem that I am more concerned with.

Governor CARROLL. It takes an inventory, it takes a perspective inventory of future needs. I can pick one particular community in my State that has done an exceptionally good job, down in Bowling Green, Ky., where they have gotten with industry, and said: "Well, what are you going to need in the next 10 years in this community." Not only that, but they have gone far enough to work with the chamber of commerce down there looking at the prospective industry that is coming to the community and seeing what kind of jobs they are going to require and what type of training are they going to require when they come to the community. Then, they set up a training program in the vocational school, sometimes with the equipment of the prospective industry that has made the decision to come to the community.

They go on and train the workers. So by the time the industry gets to town, they already have a trained work force ready to go to work.

Chairman PERKINS. Most of the States have a flexible way of doing things, particularly North Carolina. The industry comes in, sits down with the people, and tells them what they need. Then, they get together and they put the people to work. By the time the buildings are completed, they are ready to go to work.

The reason that I asked you that question is that the State advisory council on vocational education issued a recent report saying that too many programs in Kentucky continue year after year without any evaluation of whether they are offering relevant job skills.

I don't know who constitutes your State advisory council in Kentucky, but that report was recently issued. I don't know whether you are familiar with it.

Governor CARROLL. Yes, I am, and I think that there is probably more truth in it than I would like to admit. But I would say to you that it is my present policy, and it may appear to be too restrictive but it is the only way I know to get at the problem, that we not implement a new program until such time as we are convinced that it might well replace one that presently exists.

I feel sometimes in these areas that as the Governor and the budgetmaker in my State, the general assembly not being in town real often, we rely heavily upon the advice of the Governor.

I feel sometimes that my recommendations come to me based upon the number of bodies that a particular institution can get. And then they try to apply particular financial needs to that student in order to come up with the budget just for that particular institution.

We are ending that in Kentucky. We are going to insist that our budgets be program-related, and we are going to insist that the programs be need-related. We are going to add a stiff requirement that the number of bodies that a particular institution can get. And then you cannot implement further funding until such time as you know full well that the need exists, and we might well get the funding for that program by discontinuing the present program.

One way that I got at it, and you gentlemen know that it is difficult to draw a budget, from your experiences in the Congress, but I started out with just a basic statement that I would not increase the dollars for any agency beyond what they presently got, except for a cost of living increase. An inflationary increase is obviously required to continue existing programs.

So we broke out every request for expansion. I took those dollars out of my budget, and I have a $5.7 billion budget, which is a pretty good size budget for a State like ours, and we were able to individually examine every request for expansion so that we could insure that the request was justified and that there was a need to support that request.

In many instances, we are requiring existing programs to be evaluated in order that the funds required for existing program might be supported through dollars that are presently being spent.

It is definitely an area where we must give our attention. I will say this. I have been in office for only a year, but I have 4 more years ahead of me since I have just won reelection, and I have an opportunity now to maybe do something about it.

Chairman PERKINS. On this committee, we are merely seeking suggestions. A bill has been introduced by my counterpart over on the Senate side, Senator Pell, that provides for the administration of postsecondary and the ongoing programs under one board, but permits postsecondary and higher education institutions to be represented on that board.

I understand that it is getting a lot of repercussions throughout the country. Maybe he has come up with another suggestion which provides for a planning commission to allocate the funds between the regular ongoing area schools, secondary schools, and the technical institutions, postsecondary.

I am wondering, before I beat some heads together in Washington in the next few days, just how you feel toward the administration of the postsecondary and ongoing programs, whether you feel that the land grant colleges and the postsecondary technical schools should be a separate board within some State agency, over and above the present board which regulates the ongoing programs under the present Vocational Education Act.

Could you give us a little advice on that, and tell us how you feel it may work out in Kentucky. We would not have any problem on this issue, if we were going to obtain adequate funds. Our educational achievement in Kentucky is not as great as it is in Wisconsin.

Up there, they spend most of the Federal funds, now, for postsecondary technical schools, and they are equipped to do it.

However, here in Kentucky, where our educational achievements are about at the 10th grade, or something along that line, I just wonder how you feel this board should be constituted to do the best job.

I always felt that if we had two boards, it would be a cumbersome situation. Maybe I am wrong. There is a variety of opinions on this committee all the way up and down the line. But there is nothing that has come up that this committee is not going to solve.

I would just like to know how you feel, and how your General Assembly feels on this issue.

Governor CARROLL. Mr. Chairman, let me respond by first going down at the bottom, and looking at our structure. Then, I want to specifically respond to your questions because I have a definite opinion, and I agree with you on what you have just said.

As I look at the broad-based training opportunity for our communities, whether you are really talking about adult education, whether you are talking about retraining, or whether you are talking about initial training, or whatever aspect of the training you wish to talk about, I don't think of the student as one who has been isolated in a particular program such that he does not have exposure to educational opportunities or problems that he is going to face as a citizen.

You cannot teach him just how to lay brick. He also has got to be told how to live in the community and all the problems that he is going to encounter with financial transactions and property transactions and other problems that he is going to face in the community.

So what I have always strongly felt, and the area to which I am addressing myself in Kentucky, is that I don't want to take a student in high school and just isolate him to academic training, to the point that he becomes a dropout because there is nothing else to excite him that he thinks is important to him in getting a job once he gets out of high school.

I want to give him that vocational opportunity while he is in high school, job related to his graduation from high school, and if not graduation, at least enough academic training so that he can become a viable citizen once he gets out in the work community.

You move out from the high school. I don't want to isolate him either in a vocational school, or what we call in our State a community college. The community college is basically academic-related, but it has vocational training. The vocational school is basically technical-oriented, but it has some academic training.

Those two programs need to have such a working partnership that every student not only gets work-related training, but at the same time gets educational training that makes him a well-rounded citizen in the community.

Then, of course, I have already addressed myself to the fact that we do not, at least in our State, see our future requirements are going to require substantial baccalaureat training, but rather are going to require substantial training in vocational and technical fields.

I would hate to see our organizational structure in Kentucky, fragmented by such additional board. I envision our educational structure in Kentucky being a strong, two-part system.

One: Presecondary oversight, which we have in Kentucky now through what we call the State Board of Education.

Two: Postsecondary oversight, which we have presently in Kentucky, called the Kentucky Public Council on Higher Education.

This is all we need in this State. We don't need any other structure. That fragments our educational system to the point that they become so competing one with the other that the student himself, who seeks that educational opportunity, does not know where to turn for advice, or who to listen to, or which direction to go.

So it is going to be my recommendation, for our general assembly, that we maintain two strong oversight organizational structures in the State. One through the State Board of Education, which oversees our whole program prior to graduation from high school, and the other is our Council on Public Higher Education that oversees our program after graduation from high school.

I do see, even within those two organizational structures a partnership that insures for every student, not only the opportunity to get work-related training, but to get academic training that makes him a sound citizen.

Have I been sufficiently responsive?

Chairman PERKINS. Yes, you have been very responsive.

I have one further question concerning the certification of teachers.

I grew up in a little community and, fortunately enough we had what we call manual training. We began taking those courses in the third grade. We were required to continue that training through the second year of high school.

In those days, the mining communities were moving. The settlement schools would take about 100 students in the school, and they came from several counties around. They, at that time, were in charge of the operation of the high school.

Most of the youngsters would drop out, the boys especially, in the eighth and ninth grade, go back home and get a job in the carpentry trade, building houses in the mining communities, and let the brothers and sisters come along and pay their way through school.

That is the way it happened. They would take us out on the job. They told us how to build a fence. They told us how to read blueprints when we were about in the seventh or the eighth grade.

We went out on jobs, building buildings, bricklaying, different trades and crafts.

About 1930, this became a lost art. They stopped all of that. It had served its purpose, and everything was job-oriented. That is what I really call a career education, a very comprehensive program in early years.

Within the structure, and this worries me considerably, the best instructors we have ever had did not have more than a high school education.

Old man John Smith's family were some of the best carpenters in the United States, all over Ohio, Indiana, and Michigan, numerous

States, where they were foremen on jobs. Many of them only had seventh and eighth grade educations.

They knew how to read those blueprints, and they knew how to get along with people. They knew how to train people. But you can get a gentleman with a master's degree or a Ph. D. and I can take him out on my farm, and if he has not learned how to line up some fence posts when he was a youngster, you just cannot teach anyone else to do it.

After going into some of the vocational schools in the Midwest, I am of the opinion that if you can get a top-notch craftsman, and if he knows how to work with youngsters and he is untiring, and persevering, you will get good quality training.

The quality of the training is one of our serious problems in Kentucky. I really believe that. You are going to hear today from George Evans, whom I have known all of his life. He has one of the deep mines in the county, and he is fixing to put in another one and to sell to National Steel.

We are going to have to have better instruction to train for those jobs. I am not complaining about the schools, because we are emphasizing carpentry in the area. We are emphasizing welding and mechanics mostly.

However, we have so many opportunities to develop areas in which we are not presently involved. I have been fooling around with this legislation since the original act back in 1963, and 8 years before that time.

My background for doing so was the basic training that I got at the settlement school. I thought that it would cure a lot of problems in the Nation. It is the reason that we have these people here today.

I think sometimes that we work at cross purposes with the vocational schools. We want to strengthen them.

You have been most helpful to the committee. I regret that Congressman Quie is not here to have heard your testimony, so that he could have the benefit of your experiences.

We have other members, who may wish to ask you some questions. Mr. Hall?

Mr. HALL. Thank you, Mr. Chairman.

Governor, I notice on page 4 of your statement, you mentioned that the entire population from 25 to 65 years of age should have the opportunity for adult and continuing education based on their needs.

I wonder if you have any program or plans in Kentucky to go beyond 65. The reason I ask that is because people at my constituent meetings, as well as my mail, tell me of their concern that we do not take advantage of the skill and talents of those over 65. I hate to see all that talent go to waste.

It is getting to be a great problem and a great concern not only in Illinois but in other parts of the country. I wonder if you are addressing that in Kentucky?

Governor CARROLL. Even to the extent of free education, we are providing free educational opportunities for anybody in Kentucky over age 65. I happen to have a very strong feeling for senior citizens, as we call them in our State, and we give them the opportunity to enroll in any program that we have in this Commonwealth at no cost.

Mr. Hall. A lot of people don't know that well over 80 percent of the people over 65 have full ability to get up and go where they want to go.

Governor Carroll. By the way, I might mention to you, and I am sure that this is an area in which you all have an interest in. Our over 65 population has been very valuable to us in our CETA program.

We have employed a number of them in the CETA program, and we have found them to be extremely helpful, and I might say that this was at great savings to us because they have the ability to work just a few hours a week at less dollars than those we might have otherwise employed with longer weeks and higher salaries.

Chairman Perkins. We certainly hope that we can get that bill by, over the President's veto.

Governor Carroll. That is another good program.

Mr. Hall. Thank you, Governor, I have no further questions.

Chairman Perkins. Mr. Lehman.

Mr. Lehman. Thank you, Mr. Chairman.

I was particularly interested in your statement about vocational education for the ex-offenders. A week ago today, we had hearings in the 13th Congressional District in Florida. A subcommittee of this committee conducted the hearings, in regard to the unavailability of job opportunities for the ex-offenders, which throws them back into a continued career of crime.

I was thinking about it. One of the best vocational systems we have is in our prisons, when first offenders learn how to pursue a career of crime.

You mentioned about the 3-month training period in regard to getting out on parole. Is that 3-month training period outside of the prison?

Governor Carroll. Yes, sir.

Mr. Lehman. How do these people support themselves during this vocational training?

Governor Carroll. Through a stipend that we provide—that the State will provide.

Mr. Lehman. If you don't give them a stipend, then that gives him only one other choice.

Governor Carroll. That is correct, and that is unacceptable to us. We feel that it is a good program, and it is now in the general assembly. It has not passed, but I have recommended its passage.

Mr. Lehman. That is one of the big problems in vocational education. People cannot afford to quit a menial job, whether it is a housewife, a household worker, or a day laborer, because he cannot afford to stop making $3 an hour, to learn how to train for a job where he can make $8 an hour.

This is one of the big problems in the whole vocational education.

Governor Carroll. This is one of the reasons that we have so many programs offered at night, and on Saturdays. We have a number of programs that operate, of course, other than during the workday.

Mr. **Lehman**. I have no other questions, Mr. Chairman.

Chairman **Perkins**. Mr. Blouin.

Mr. **Blouin**. I have no questions, Mr. Chairman.

I would like to commend the Governor on his efforts toward deemphasizing the need for that degree. I represent a district in Northeast Iowa that has nine 4-year private liberal arts colleges in it as well as four or five community colleges with vocational type programs, and so on.

I firmly believe that we are doing a disservice to the country, and to young people everywhere, if we tell them that they are failures without that sheepskin; that somehow they have stubbed their toe along the way, and have let their country down.

To the contrary, I think that we need the kind of vocational oriented programs that pull students out of the pressure cookers of academic competition, and train them for what they really want on an optional kind of a basis.

I firmly believe that you are not alone in that feeling. There are a lot of governors across the country, and a lot of members of Congress that would like very much to make that effort at something that is more than just taught.

Governor **Carroll**. Thank you, Congressman Blouin. I might comment a little bit.

I know that there is a lot of disagreement in this area. Of course, as I said earlier, I sit here with two degrees, and it may appear that I am saying that it is all right for me to have a college degree but I don't think that everybody else should; or that it is all right for my kids to have a college degree, but everybody else's kids should not have one. I don't want to get myself in that kind of posture.

I know full well that we are not particularly addressing the needs of the job market. All I have to do is look at the merit system register, and see what it has done to us in Kentucky.

I have 150 lawyers standing in line for a job in our State, as well as a lot of Ph. D.'s and a lot of master's degree people. It is not difficult at all to get Ph. D. people, any more, to work.

We think that it is doing the system more justice to lead them into a training that gets them a job, probably at higher pay, and training that does not cost as much. Ph. D. training is extremely costly not only to the student but to the State.

I might say another thing in this regard, and my higher education friends are going to shudder at my saying it. I have said it before, so they are not going to be shocked. I simply do not believe that our higher educational system ought to get into the act of vocational training just for the simple purpose of getting the flow of dollars to those institutions to be able to maintain their present status.

I think that they ought to be funded properly, and I have properly funded our higher education institutions in Kentucky to provide baccalaureate and advanced education where the need exists.

I will continue to do that in Kentucky without destroying our higher educational system, and we have one of the best in the country in Kentucky. But I am not going to do it at the expense of dollars that we need in postsecondary education.

Mr. **Blouin**. I have no further questions.

Chairman **Perkins**. One additional question. I am anxious to know about your requirements for the State of Kentucky, particularly in the vocational education institutions, the requirements as to teachers and instructors in the vocational schools.

Do you have a statute that prohibits a good welder, if he is working at the ARMCO Steel Plant, to become an instructor?

Governor **Carroll**. Mr. Chairman, we have a statute that provides for certification of vocational education instructors. I might say that it is an area that I am presently examining. I have asked the General Assembly, through a communication that I have recently sent to them, to examine the area. It seems that I may have to end up doing it myself.

Chairman **Perkins**. You have to sneak in those places in a roundabout way.

Governor **Carroll**. Mr. Chairman, I would say to you that I am not fully satisfied with our system of cerification in Kentucky, because I am fearful that we are precluding the use of well-experienced people who could do the work, but who cannot get certified. This is exactly the reason that we are looking at it.

My friends in higher education shudder a little to hear me say that, but since I am not a candidate for anything and I am not running for anything, I can be honest.

Chairman **Perkins**. The GAO has found that some schools have not routinely assumed responsibility for job placement assistance. How do you feel about this problem in Kentucky?

In the evaluation of your schools, do you intend to take greater responsibility for followup, and see that the youngsters who are graduating from that school system are employed, and keep a good evaluation?

It is the GAO's finding that the schools around the Nation have not done a good job in that respect. Of course, I don't always go along with GAO. I sent them down here, one time, to find out where $30,000 to $40,000 had been spent.

Governor **Carroll**. Two things, Mr. Chairman, that we presently have. We have a system within our vocational education program in Kentucky that follows our graduates all the way to their jobs. We have a counseling program to insure that the job applicant and the employer are both satisfied with his ability and, to the extent that he is not, has the opportunity for additional training.

I might say to you that our 1202 commission (I assume that the committee is familiar with it) we think is going to be extremely valuable to us in reevaluating our whole system of postsecondary education in Kentucky.

I might admit to you that Kentucky did not get its 1202 commission moving as soon as it should have and I am having to really build some fires now to catch up. But we think that it will be extremely valuable to us.

Chairman **Perkins**. There was a lot of controversy in the committee when we put that provision in the bill.

Governor **Carroll**. I would hope that the committee treats that commission as a study commission, and not an ongoing organizational structure.

Chairman **Perkins**. You have been most helpful to the committee. I appreciate your appearance here today.

Governor **Carroll**. This is Dr. Van Fleet from my staff.

Chairman **Perkins**. We heard your other vocational people in Washington.

Governor **Carroll**. Dr. Lamar is here with me today. I have my whole staff. They don't always agree with me, but we all agree that there is something wrong. So we all speak frankly.

Our superintendent is an elected official, just like I am, constitutionally elected. Our State board is appointed by the Governor.

Chairman **Perkins**. Dr. Van Fleet, do you wish to say anything?

Dr. **Van Fleet**. I think that everything has been adequately covered.

Chairman **Perkins**. Thank you very much.

I am now going to call on our next panel, and if we have time, we will get back to Dr. Graham and Dr. Lamar later today.

Our next panel consists of Dr. Maurice Bailey, chairman of the division of science and technology, and director of mining technology program at the Pikeville College; George Evans, National Mines; and Squire Feltner, United Mine Workers.

Before we start with our next panel, I am going to call on Dr. Graham to say a few words, since he has made the facilities available for us.

Dr. **Wall** I am with the University of Kentucky and the community college system, too.

The Secretary has asked me to express his regret to the committee that he would not be able to be here. He asked me to be here, to take care of your needs and hope that anything that you need, you will just let it be known, and we will try to supply it.

We appreciate the committee coming to Kentucky. You have just had some good testimony, and I am sure that you will have much more through the day.

Rather than taking the time from the people that you want to hear from, I will say, welcome to Kentucky. Let me know if there is anything that the committee needs.

Chairman **Perkins**. Thank you very much, Dr. Wall.

We will now hear from our panel. The first witness is Dr. Maurice Bailey, chairman of the division of science and technology and director of the mining technology program at Pikeville College.

Will you come around, and then we will have the educational panel immediately following this group.

Go ahead, Dr. Bailey, and all the other members of the panel, come around the table at the same time.

STATEMENT OF DR. MAURICE BAILEY, CHAIRMAN, DIVISION OF SCIENCE AND TECHNOLOGY, AND DIRECTOR OF MINING TECHNOLOGY PROGRAM, PIKEVILLE COLLEGE

Dr. **Bailey**. Mr. Chairman, and members of the committee: First I want to thank you very much for giving us the opportunity of being here. I want to tell you what we are doing about mining technology education in our 2-year postsecondary education program in Pikesville College. With that, I will read my prepared statement.

I am Maurice Bailey. I am in charge of the mining technology program at Pikeville College, a program started 5 years ago for the purpose of training high school graduates toward supervisory careers in the mining industry.

The program emphasizes the most modern industry practices with all of the rules, procedures, and attitudes for safety that go with this.

By way of background, Pikeville College is located in the extreme eastern tip of Kentucky, in the heart of the mid-Appalachia coalfield. Approximately 125 million tons, equivalent to one-fifth of the nation's coal production, is minded within 50 miles of the college.

We calculate that, primarily through retirements, 200 supervisory people exit the coal industry in our area each year, and our first priority is in fulfilling this need.

Growing from 30 students, when we started in 1970, our current enrollment in the mining technology program is now 180. Since the program takes 2 years to complete, we expect that at this time about one-half of this number will go into coal industry each year.

One of our most pressing problems when we started the program deal with recruitment. That is, the problem of convincing young people that coal mining is an attractive career to pursue.

Through our own efforts, and with the help of a favorable business climate, this problem is now largely behind us. We intend to continue to grow toward the goal of meeting the needs of our area.

As I have mentioned, the program takes 2 years to complete. The courses in the program are described in detail in the brochures that I have beside me, and I hope that you will pick up a copy before you leave.

About 20 percent of the program is devoted to the development of basic mathematical and communication skills, about 10 percent to study of the laws and contracts affecting the industry, and 60 percent to specific technological aspects, and about 10 percent to an on-the-job internship.

All of the courses are oriented toward mine production. Typical course titles are mine ventilation, roof support, and mine electricity. In this respect the program is very unlike other college course anywhere.

Of course, a student must pass all of the courses in order to get his diploma. In addition, he must pass 19 federally approved qualification tests, each related to some specific mine safety practice.

I would like to make a special comment about the faculty. The more basic courses in mathematics and the like are taught by qualified regular full-time faculty members; the specialized courses are taught by experts from the neighboring mining companies, teaching part-time. We have found this combination to be remarkably effective.

The on-the-job internship, a most worthwhile learning experience, is made possible through the help and cooperation of the mining companies.

We receive financial support for the program from the U.S. Mine Enforcement and Safety Administration through the assistance to the States section of the Coal Mine Health and Safety Act of 1969.

While most of our students come from within 50 miles of Pikeville, I do not mean to imply that all of them do. As a matter of fact, we have students in the program from 10 different states. This is challenging to the students and healthy for the program. We want to continue this practice.

In addition to the day-time program for full-time students, we conduct specialized evening courses in mining for part-time people. We are grateful to the Kentucky Institute for Mining and Minerals Research for their support of these programs.

Industry people are highly complimentary of our program. This is not due to any particular genius on our part but, as I have alluded, to a combination of factors and resources:

1. Young people are now realizing that coal mining is an interesting and rewarding career;
2. Located as we are in the heart of the coalfield, we have outstanding teaching expertise close at hand;
3. As small and independent colleges with a strong historical commitment to community needs, we are capable of adapting to these needs quickly, yet with a dedication to high academic standards; and
4. We have the interest and support of MESA, the Kentucky Department of Mines and Minerals and the coal industry.

We estimate the Nation's need for graduates of programs like ours to be approximately 1,000 per year simply for replacements. The anticipated increase in demand for coal over the next decade will increase this need several fold.

We understand that several other schools have recently embarked on programs similar to ours. I believe there is a need and an opportunity for still other regional colleges throughout the coal-producing areas of the country to institute similar mining technology programs. We would be most willing to work with them as well as any other interested group in this endeavor.

Having made reference to the matter of financial support, I would like to add that in order to meet the needs for growth as I have indicated, a significant increase in appropriation over that now available for this purpse will be necessary.

That concludes my prepared statement.

Chairman PERKINS. For time-saving purposes, we will hear from all of you before we ask our questions.

Go ahead, Mr. Evans.

STATEMENT OF GEORGE EVANS, NATIONAL MINES

Mr. EVANS. I will run quickly through my report, of which you have a copy.

Chairman PERKINS. We have your written statement, and any portion that you do not read will be inserted in the record.

Mr. EVANS. I would like to comment, and this is not part of the written statement, but there are several things that are of concern from the standpoint of the coal industry of this Nation.

My activity in coal is historically, in Kentucky, primarily, and we are now involved in six States. The production of our coal goes to the manufacturing of steel throughout the country, that is, our major steel banks.

I would like to give you a few thoughts which are not a part of the written remarks, but I do feel that we will be burning coal through the year 2000.

Chairman **Perkins**. I agree with you. Nuclear energy and solar energy are far down the hole.

Mr. **Evans**. The other thing that I would like to say is about the very nature of the type of coal that we have to have for metallurgy; we have not learned to make steel without coal or coke.

Coal converted into coke is a must, and it must come from underground mines. So my remarks are primarily related to underground mining needs.

Chairman **Perkins**. There are going to be more underground mines in Eastern Kentucky in the next few years.

Mr. **Evans**. The coal reserves are underground as opposed to surface mines. We currently have no criticism of surface mining whatsoever. But we have to look at the future of mining underground, and they are two different things: the surface miner, and the underground miner.

I liked your remarks earlier having to do with the Hyman Settlement Schools. I came to eastern Kentucky in 1939. It was in 1939 that I met the chairman. I came with a college degree, but I learned more from the people of eastern Kentucky. He really gave me my education, more than the one that came from Notre Dame.

I learned more working with the people from eastern Kentucky than you can possibly accomplish in any one of our schools of higher education. I am sure that this is an exposure that we have all had.

I would like to make one other little remark, and this should be off the record.

The Governor slipped a little bit when he said that he was not running for anything. I am not either, so I will give it to you the way it is. I have always found out that while being a registered Republican, if I need something, I have to go to a Democrat to get it. So with that, I will give you my written report.

The Nation's goal to reduce oil imports, the shortages of domestic oil and gas, and the time lag in developing other forms of energy has created a strong demand for coal. As the leading coal producing State, Kentucky is in a favorable position in what promises to be a long-time boom in demand for coal.

However, Kentucky's coal producers have expressed serious concern over expanding production to meet the growing energy need, because of the shortages of manpower.

To achieve a better understanding of the manpower problem and to determine appropriate corrective actions, a thorough analysis was made of the coal manpower situation in Kentucky. A part of this analysis was the development of the forecast of coal production in Kentucky through 1985.

Qualified manpower found to be one of several factors that act as a constraint to increasing coal production. It soon became apparent that although there were sufficient numbers of workers available, many of them were not qualified for technical jobs in the modern mines.

Modern miners are generally equipment operators, equipment mechanics, or other highly skilled technicians. The skills can be acquired through on-the-job training; but, it is much more efficient to acquire some of the skill through formal, vocational training.

Along with public recognition of the importance of coal as an energy source, I feel that an even more important factor in the industry's favor has been the increasing number of young people who are being attracted to coal as a vocation.

Recessions in other industries have motivated more young people to enroll in mining programs, and we are finding that we are employing more young people with post-high school education in our labor force.

Our success will be highly dependent upon attracting and employing, in increasing numbers, more technically educated and qualified people to manage our mines. In order to insure that we can attract technical talent in future years, we must continually maintain a close relationship with secondary schools, colleges, and universities.

The coal industry's challenge is one of growth. At no time in this century has the industry enjoyed differential advantages to the degree it does now. According to the Bituminous Coal Operators' Association, by 1985, if the experts are right, the demand for coal will be between 1 to 1.2 billion tons annually.

Most of the coal production in that year, in excess of 70 percent at the 1.2-billion-ton annual level, will come from mines which do not exist today. Output will have to grow at an annual level of 9 percent to attain a 1.2-billion-ton figure by 1985—a feat which has never been accomplished over an appreciable span of time, and one which will stretch the capability of the industry to its utmost.

According to the Keystone News Bulletin, presently in development or on the drawing boards are 492.6 million tons of new coal mining capacity additions. Plans disclosed by 123 firms covering the years 1975 through 1985 show that there are 241 mines which will, when all are in full production, have a combined capacity of 535.09 million tons.

Indeed, if a 1.2-billion-ton annual production level is to be achieved at all, there will have to be a climate for growth that coal has not had in this century with the exception of brief periods of national crisis or war.

Of all the factors infringing on growth, the most important, the most perplexing, and the one demanding our fullest attention, is the question of manpower.

According to BCOA, today there are approximately 199,000 people employed in the bituminous coal industry in the United States. Of these, 169,000 are in the classified sector, and 30,000 are employed in various levels of management.

In the classified sector, employees covered by the National Bituminous Coal Wage Agreement of 1974, there are 34.01 percent under page 30. At the opposite end of the spectrum, 31.22 percent of the work force are over age 35, and 24.77 percent are over the age of 55.

The implications of this age distribution are clear. In the next decade, we are going to go from a bipolar work force with a fairly heavy weight at the older end to a fairly young work force. This young work force is coming into the industry without the type of continuity typical of the past.

In earlier times, when a young man was ready to go into the mines, he went to work with his father, brother or uncle who showed him how to work safely and efficiently. In the 1950's, the reduced market demand for coal and better mining technology combined to decrease the need for new miners. The result was the migration of a generation of potential miners to industrial jobs in the metropolitan areas. The father-son training cycle was broken.

As coal production declined, so, too, did the educational structure supporting coal. Mining schools in particular were hard hit, many of them closing entirely while others limped along with small enrollments and budgets.

Technical and vocational schools feeding coal with trained people looked to other occupations, and are only now gearing to meet coal's suddenly expanding needs for training and skill developments.

Statistics give us some indication of the manpower situation confronting us. Between now and 1985, more than 150,000 new coal miners will have to be added to the industry. In addition, some 13,000 people will be needed in the supervisory ranks. This number represents 75 percent of the total work force employed in coal mining today.

The projections of coal manpower needs of Kentucky indicate that over 20,000 new inexperienced people will enter the coal mining industry during the next 10 years. This is in distinct contrast to the last 25 years during which the number of people in Kentucky coal mining declined 60 percent from 1965 manpower levels.

The only exception to this decline has been the 25-percent increase in 1969–70 period caused by the requirements of the 1969 Health and Safety Act.

Therefore, in past years, the coal mining industry in Kentucky has not been bothered by the problem of introducing people to the industry in other than health and safety areas, nor has it been pressed to upgrade the labor force.

However, bringing in these new people and upgrading the existing work force to the new safety laws, and new technology, will put a strain on the industry.

Because tomorrow's manpower needs are different from today's and the differences are expected to be more substantial, the projected occupational needs of Kentucky's economy are becoming increasingly necessary in all areas of planning.

Colleges, high schools, trade or vocational schools, and other educational institutions need to know what occupations will be in demand, so they can wisely prepare curricula. Counselors and students need to know what occupations will be in demand, so the student can match his interest to a needed occupation.

Furthermore, State and local manpower planners need to know what occupations will be in demand so they can evaluate existing manpower programs and plan future programs to meet the needs of the 1970's and 1980's.

The attached tables, prepared by Spindletop Research, Inc., project the manpower required in all mining job classifications to the year 1985. The 1985 production of 276 million tons with a work force of 38,862 miners represents a 110-percent increase in production, and a 27-percent increase in manpower over the 1973 production of 127.5 million tons and a work force of 30,561 miners. This reference pertains to Kentucky alone. (Table 9)

Table 20 shows the categories of skilled training required for coal mining, and indicates the duration of training presently offered. Table 21 shows a breakdown of the specific skills required for the first three categories of machine operator, maintenance worker, and foreman.

Present coal mining techniques require workers skilled in a variety of jobs. Surface mining operations require personnel skilled in the operation of bulldozers, draglines, end loaders, drills, et cetera.

Underground mining requires the operation of cutting machines, loading machines, continuous miners, drills, shuttle cars, et cetera.

Most of the skills used in a particular type of mine are not interchangeable with skills related to the other type of mine. Some skill classifications, however, such as engineer, drill operator, staff positions, supervisory positions, are interchangeable, given slight modification.

For coal mining, two primary types of professional personnel are needed, engineers and geologists. Surface mining requires the skills of civil engineers and field geologists; underground mining requires the skills of mine engineers and mine geologists.

The increasing production in surface mining creates additional demands for personnel in reclamation technology. Impending legislation for surface mining will require environmental impact statements, this will increase the demand for professional personnel.

Technical specialists in the fields of safety and the environmental aspects of coal mining will be needed in greater quantities if we are to operate our mines more efficiently and if we are to remain good corporate citizens.

Table 22 illustrates the specific schools and companies which have made special efforts in training in Kentucky. The vocational schools located in Hazard, Mayo, and Madisonville areas offer training in maintenance, supervision, heavy equipment operation and other mine-related courses.

Many coal companies make extensive use of vocational schools and community colleges in Kentucky. If they are to continue to do so, expansion of the mining courses and specialized training programs offered is imperative.

Requiring early attention is an expanded training program for underground mine foremen. The annual requirement exists for more than twice the present output of mine-trained formemen from the Pikeville College mining technical program, and the annual requirement will increase steadily.

I recommend that support be given to Pikeville College, Morehead State University, Madisonville Community College, Southeast Community College, and vocational school programs which are tailored to prepare students to become mine foremen and trained technicians.

Consideration should also be given to establishing a similar program at Prestonsburg Community College. I would recommend that even private schools, such as Transylvania and Alice Lloyd, should reevaluate their curriculum to meet the upcoming needs.

Let me stop for a moment for the members of the your committee, Mr. Chairman. Transylvania University is located here in Lexington. It is the oldest college west of the Allegheny Mountains. It will be celebrating its bicentennial within the next 6 years. It is very much interested in the sort of thing that I think we are talking about, adding vocational training as a part of the arts and letters curriculum.

Alice Lloyd College is nearing its 60th year. It is located in the mountains of eastern Kentucky. It has a tremendous record. It is located in the right spot, along with Pikeville College, to do work of this type. The only difficulty that we have is how we would staff the college with competent instructors in the field that we are talking about.

In all instances, consideration should be given to the location of these specialized training programs to enable the maximum potential work force to attain the necessary education and training.

In addition, the education and training programs should be coordinated to keep them consistent with the industry's and individual's needs.

Action should be taken to encourage students to enter the mining engineering and geology programs offered by the State university system. Therefore, I recommend that the School of Mines be reinstituted at the University of Kentucky instead of being offered as a mine option under the civil engineering program, to enable it to have a comparable program to other schools with mining programs, such as those found at Virginia Polytechnic and State University, West Virginia University, Pennsylvania State, University of Missouri at Rolla, and Colorado School of Mines.

I think that we should have a Department of Mines within the engineering college here. We should go back and reinstate our School of Mines that existed until some 10 or 12 years ago.

Personally, I feel that we will be using coal until the year 2000. I am talking about burning coal, and not creating or making it into some exotic fuel.

Although we will have both an expansion of the mining courses and an expansion of the specialized training programs offered in the State vocational and training schools, community colleges and universities, it is necessary now if the coal industry is to meet its manpower needs of the future.

I get a little bit chamber of commercey now. Coal is Kentucky's ace in the hole, and will continue to be so if we provide for its future work force today.

Thank you.

Chairman **Perkins**. Thank you.

[Tables accompanying statement follow:]

TABLE 3.—PREDICTED KENTUCKY COAL PRODUCTION

[Millions of tons]

	Eastern Kentucky			Western Kentucky [1]			Total (east and west)
	Surface	Underground	Total	Surface	Underground	Total	
Year:							
1973 [2]	32.8	41.2	74.0	31.3	22.2	53.5	127.5
1974	35.4	44.5	79.9	31.3	22.2	53.5	133.4
1975	37.2	46.7	83.9	31.9	22.6	54.5	138.4
1976	39.4	49.5	88.9	32.6	23.1	55.7	144.6
1977	41.8	52.5	94.3	33.2	23.6	56.8	151.1
1978	44.7	56.2	100.9	35.2	25	60.2	161.1
1979	47.9	60.1	108.0	37.3	26.5	63.8	171.8
1980	51.2	64.3	115.5	38.8	30.1	68.9	184.4
1981	54.8	68.8	123.6	40.5	33.9	74.4	198.0
1982	58.6	73.6	132.2	44.5	36.6	81.1	213.3
1983	62.7	78.8	141.5	48.7	39.7	88.4	229.9
1984	67.1	84.3	151.4	53.4	43	96.4	247.8
1985	71.8	90.2	162.0	58.4	46.6	105	267.0
Total	645.4	810.7	1,456.1	517.1	395.1	912.2	2,368.3

[1] Reserves are not assumed to be a constraint to the growth rate for surface mining in western Kentucky during the time frame of the forecast. However, it is anticipated that the coal conversion plants in western Kentucky will use underground coal, and adjustments have been made to effect greater emphasis on underground production beginning with 1980.

[2] 1973 production data taken from the "Kentucky Department of Mines and Minerals Annual Report."

Source: Spindletop Research, Inc.

TABLE 4.—COAL PRODUCTION MANPOWER PRODUCTIVITY

[Tons per man per day]

	Eastern Kentucky		Western Kentucky	
	Underground	Surface	Underground	Surface
Year:				
1973	13.4	30.6	18.3	39.3
1974	13.9	31.5	19.4	40.4
1975	14.5	32.4	19.8	41.5
1976	15.1	33.3	20.6	42.7
1977	15.8	34.3	21.6	44
1978	16.5	35.3	22.6	45.3
1979	17.3	36.4	23.6	46.7
1980	18.2	37.6	24.8	48.3
1981	19.1	38.9	26.2	49.[illegible]
1982	20.2	40.2	27.7	51.6
1983	21.4	41.7	29.3	53.[illegible]
1984	22.8	43.2	31.2	55.5
1985	24.4	44.9	33.3	57.6
Average days worked per year [1]	203	148	241	252

[1] Average days worked per year were taken from Minerals Yearbook, U.S. Department of Interior. Auger and strip mining is grouped under surface mining.

Source: Spindletop Research, Inc.

TABLE 5.—REQUIRED YEARLY ADDITIONS TO KENTUCKY COAL MANPOWER [1]

	Eastern Kentucky			Western Kentucky			Total (east and west)
	Surface	Underground	Total	Surface	Underground	Total	
Year:							
1973							
1974	573	1,082	1,655	9	0	9	1,664
1375	394	614	1,008	69	49	118	1,126
1976	468	745	1,213	65	42	107	1,320
1977	476	753	1,229	64	31	95	1,324
1978	563	868	1,431	176	198	374	1,805
1979	571	848	1,419	177	187	364	1,783
1980	587	824	1,411	118	519	637	2,048
1981	602	797	1,399	248	495	743	2,142
1982	610	754	1,364	290	290	579	1,943
1983	620	707	1,327	302	283	585	1,912
1984	625	647	1,272	311	271	582	1,854
1985	630	576	1,206	322	255	577	1,783
Total	6,719	9,215	15,934	2,151	2,620	4,770	20,704

[1] Additional men based upon men required for projected production increase plus men required to replace those who retire.

Source: Spindletop Research, Inc.

TABLE 6.—ADDITIONAL YEARLY MANPOWER REQUIRED BY SKILLS FOR COAL PRODUCTION IN EASTERN KENTUCKY

	Underground equipment			Surface equipment		
	Operators	Repairmen	Foremen	Operators	Repairmen	Foremen
Year:						
1974	822	108	152	458	57	57
1975	467	61	86	315	39	39
1976	566	75	104	374	47	47
1977	572	75	105	380	48	48
1978	659	87	122	450	56	56
1979	644	85	119	457	57	57
1980	626	82	115	470	59	59
1981	606	80	112	482	60	60
1982	573	75	106	488	61	61
1983	537	71	99	496	62	62
1984	492	65	91	500	63	63
1985	438	58	81	504	63	63
Total	7,002	922	1,292	5,374	672	672

Source: Spindletop Research, Inc.

TABLE 7.—ADDITIONAL YEARLY MANPOWER REQUIRED BY SKILLS FOR COAL PRODUCTION IN WESTERN KENTUCKY

	Underground equipment			Surface equipment		
	Operators	Repairmen	Foremen	Operators	Repairmen	Foremen
Year:						
1974				7	1	1
1975	37	5	7	55	7	7
1976	32	4	6	52	7	7
1977	24	3	3	52	6	6
1978	150	20	28	141	18	18
1979	142	19	26	142	18	18
1980	394	52	73	94	12	12
1981	376	50	69	198	25	25
1982	220	29	41	231	29	29
1983	215	28	40	242	30	30
1984	206	27	38	249	31	31
1985	194	25	36	258	32	32
Total	1,990	262	367	1,721	216	216

Source: Spindletop Research, Inc.

TABLE 8.—ADDITIONAL YEARLY PROFESSIONAL MANPOWER REQUIRED STATEWIDE

	Mining		Field Geologist	Civil Engineer	Total
	Geologist	Engineer			
Year:					
1974					
1975	6	6	6	6	24
1976	7	7	6	6	26
1977	7	7	6	6	26
1978	10	10	10	10	40
1979	11	11	10	10	42
1980	16	16	10	10	52
1981	17	17	10	10	54
1982	15	15	16	16	62
1983	16	16	17	17	66
1984	18	18	18	18	72
1985	19	19	20	20	78
Total	142	142	129	129	542

Source: Spindletop Research, Inc.

TABLE 9.—EMPLOYMENT IN KENTUCKY COAL MINES, 1973-1985

	East		West		
	Underground	Surface	Underground	Surface	Total
Year:					
1973	15, 111	7, 242	5, 048	3, 160	30, 561
1974	15, 740	7, 598	4, 838	3, 074	31, 250
1975	15, 882	7, 764	4, 742	3, 051	31, 439
1976	16, 151	7, 999	4, 642	3, 024	31, 816
1977	16, 399	8, 235	4, 534	2, 997	32, 165
1978	16, 775	8, 551	4, 840	2, 966	33, 132
1979	17, 120	8, 471	5, 171	2, 513	34, 075
1980	17, 430	9, 192	5, 036	3, 188	34, 846
1981	17, 704	9, 518	5, 369	3, 221	35, 812
1982	17, 927	9, 842	5, 482	3, 422	36, 673
1983	18, 097	10, 167	5, 622	3, 612	37, 498
1984	18, 201	10, 487	5, 719	3, 818	38, 225
1985	18, 230	10, 802	5, 807	4, 023	38, 862

Source: Spindletop Research, Inc.

TABLE 20.—*Coal production manpower duration of typical training*

Category	*Training requirement*
Underground:	
Machine operator	6 wks.
Maintenance	Machine operator+10 wks.
Foreman	2 yrs. school—5 yrs. experience.
Surface:	
Machine operator	12 wks. maximum.
Maintenance	20 wks.
Foreman	15-20 wks.
Professional:	
Geologist	4 yrs.+experience.
Mining engineer	Do.

Source: Spindletop Research, Inc.

TABLE 21.—*Specific skills needed for coal production personnel*

Machine operator:
- Manual dexterity
- Coordination
- Elementary maintenance
- Planning (for efficient operation)

Maintenance (skills listed not necessarily performed by the same individual):
- Welding
- Electricity
- Mechanics
- Machining
- Electronics
- Hydraulics

Foreman:
- Operation and maintenance
- Health and safety—ventilation, gases, roof and rib control, first aid, state and federal laws and regulations, health, rescue, rock dusting, geology, blasting, safety equipment and fires and explosion prevention.
- Foremanship—management training.

Source: Spindletop Research, Inc.

TABLE 22.—*School and coal companies with special programs in training Kentucky coal mine workers*

Schools	*Task level*
Universities:	
University of Kentucky	Geologists and mine engineers, health and safety.
Morehead State University (Appalachian Technical Institute, present enrollment, 17).	Foremen.
Colleges:	
Pikeville College (present enrollment, 115) supported operationally by UMWA, Appalachian Regional Commission and mine operators. Financial suport from Bureau of Mines, Kentucky Department of Mines and Minerals and local coal industry.	Foremen, health and safety, electricity for on-the-job; water quality control, and reclamation beginning early 1975.
Community colleges:	
Madisonville Community College (present enrollment, 98). Cooperatives with Island Creek Coal Co., Peabody Coal Co., Midway Coal Co., Amax Coal Co., Webster Coal Co., Kentucky Reclamation Association.	Foremen, health and safety, reclamation, and surveyors.
Southeast Community College (present enrollment, 23).	Foremen.
Vocational Schools	
Harlan Area	Foremen (upgrading, maintenance.
Hazard Area	Maintenance, heavy-equipment operators (not specifically coal equipment).
Mayo Area (Paintsville)	Foremen, maintenance.
Madisonville Area	Foremen, maintenance, equipment operation (surface and underground heavy equipment operating program, just initiated).
Proposed vocational schools:	
Bell County (presently being considered by the Kentucky State Department of Education).	Underground mining equipment operation.
Representative Coal Companies:	
Island Creek Coal Co., Peabody Coal Co., National Mines Corp., Beth-Elkhorn Corp., AMAX.	Upper and middle management—Management programs: Seminars and paid schooling. Foremen in-house programs; cooperate with school programs. Health and safety, in-house programs: use of multimedia presentation. Cooperate with school programs. Liaison with state and federal trainers. Reclamation—Cooperation with State Reclamation Association. Coperate with school programs. Maintenance and equipment operators, on-the-job training: special teams for heavy machine operators. Cooperate with school programs. Laborers orientation programs.

STATEMENT OF SQUIRE FELTNER, UNITED MINE WORKERS

Mr. FELTNER. Congressman Perkins, and other distinguished Congressmen of this committee, I am going to have to apologize because I do not have a written statement to give you today, as George Evans has, and Dr. Bailey.

You know that it is pretty hard to get a boy from the mountains to come down here and talk with this panel when the two gentlemen, with me here, are college men. I am not a college man. Unfortunately, I did not get to go to college.

Chairman PERKINS. This is what makes this country rich.

Mr. FELTNER. Both of the gentlemen at this table have done much for our area of the mountain: George Evans in furnishing jobs for the people that we have down there, which is my concern, and Dr. Bailey for carrying on the classes and directing the classes at the Pikesville College, which is again my concern.

The only things that concern me in the classes at the college are in the things that Mr. Evans and Dr. Bailey have talked to you about. It seems that all of the classes we have tend to be management oriented.

What I am worried about is that the people who are working in the mines, that have to run the machines and have to produce the coal that burns the lights of this Nation, get the proper training.

Dr. Bailey has done a wonderful job at the Mine Technology School at Pikesville College. I know that because I meet the people every day that have gone to his classes and into that school.

I am scheduled to be there on Monday, to talk with the classes, and I want to thank Dr. Bailey for inviting me over.

What I am concerned about is the education of the man who has to work in the mine, the miner who has to dig the coal. Our vocational schools are good, but there are not enough of them. We need more.

I am sure that Mr. Evans touched on this briefly a minute ago. There is going to be a tremendous turnover in the coal mines in this year, and in the first part of next year, of experienced coal miners. They are going to be leaving that industry and retiring on the pension that the United Mine Workers has made available to them, and incorporated into the bituminous coal wage agreement.

After June of this year, it is my opinion, my personal opinion, that knowing the coal miners, the turnover is going to be such that Mr. Evans and other coal mine operators in this country, especially in eastern Kentucky, are going to be looking for people to operate the machines in the mines.

At Republic, in Pike County, 60 percent of the employees of Republic Steel Mines are at the retirement age, and can retire and have enough years in that coal mine to retire with $500 a month pension.

I am assuming that they will stay until after vacation this year, because the company will pay them vacation, so they would not want to leave before then.

But, if we are to have an effective and a safe work force in the coal mines in the future, we are going to have to put in more into the educational programs than just teaching men to be foremen and supervisors. We are going to have to have people who will do the work, to do the job that they must do in order to dig the coal.

Safety, in my mind, is the most important thing that we can talk about when we go into the coal mines. The fatality in the coal mines, I am sure that every man in this room has read this year about what has happened in western Kentucky. We have not put on a big show about what has happened in eastern Kentucky, but we had people killed in eastern Kentucky, probably as many as there were in western Kentucky. I don't have the statistics with me.

We are going to have to add more health and safety into the classes that are taught. We talk about children growing up who are going to the coal mines. They are not going to go to college, they are going to go from high school into the coal mines in eastern Kentucky, southeastern Kentucky, and in western Kentucky, and other States, in my opinion. These people need training, they even need it down at the high school level.

Like Mr. Evans said, Alice Lloyd College, the people down in that area learn to set the fence posts straight and things like that, how to drive a nail. Those people learn that while they are growing up in those hollows.

However, when they go into the coal mines, they are going to have to learn whether or not the top is safe, whether or not the machines are functioning properly. They are going to have to know how to operate the controls, and they are going to have to know how to run it.

The mine workers have thought of these things. They have implemented into the contracts training programs for the coal miners. I am sorry to say that most of the coal operators are reluctant to put these training programs into effect. We always put a word in the contract somewhere, which comes back later to haunt us later. It may say: "If the need is such, then we will put it into effect." But, really, we need it into effect now.

We need teaching in the schools, the high schools, as you said, from the eighth or ninth grade on up. We not only need people to be taught how to be foremen and mine managers. Sometimes I think that we have too many foremen.

We need to teach people how to mine coal. We need to get down in these schools and teach something about labor history, and what this labor union has done in this country to benefit those people. We have worked hard to train people who work in the coal mines, and we need help.

It is good. We appreciate the colleges and the vocational schools that we have. I know that they are doing a good job. But I know that we are going to have to have some other training if we are going to operate the coal mines, and producing the coal that we have to have. We need people to dig the coal and dig it safely. In my opinion, coal should not be dug at all, if it cannot be dug safely. There is not enough coal in eastern Kentucky to pay for that one ounce of blood that is lost. There is not enough down there.

When we demand that a man be transferred to a less testy part of the mine, we always have a protest. I had to go before the appeals board in Washington this week to argue a case for a poor man who was carrying a letter from the Department of Health, Education, and Welfare in Washington, D.C., that he had a right to transfer. The company protested. We had to go to arbitration, and to the appeals board, the chief umpire. We have not won the case and got him transferred yet, and this happened in one of our largest mines in eastern Kentucky.

We need a different type of education and on-the-job training. We need something. We have orientation programs in the contract. We have general training programs in the contract at the mines. We have got maintenance training programs in the contract. We have gotten this started and the mine workers are concerned, but this is not enough. It is not being done as it is written in the contract.

I am not saying this as any reflection on George Evans. I am just telling you this is one of our problems, and one of our priorities in the State of Kentucky. A lot of people have jobs and we appreciate that very much, George.

We do want some other type of education besides educational classes that teach people how to boss. We want to teach people how to work to make a living for their families.

Thank you.

Chairman PERKINS. I think that Mr. Evans, in his testimony, pretty much agreed with you, because he continuously emphasized that we needed to teach these youngsters who are going in the mines how to operate those machines.

Now, I have some questions for Dr. Bailey, and I have questions to address to all of you gentlemen.

Tell the committee, Dr. Bailey, how your program is currently funded?

Dr. BAILEY. Our program is currently funded through the provisions of the 1969 Coal Mine Health and Safety Act. The assistance is the State's portion. The bill authorized $5 million for the education of miners.

This, actually, is a matter of fact, only $1 million per year has been released. This money is intended for programs like ours in the reeducation of miners, the training of miners on the job.

Chairman PERKINS. How many trainees, if you had the funding, could you take care of?

Dr. BAILEY. I have no doubt that we could meet the 200 per year that I project as the need for our area. Perhaps we could do even more than that.

Chairman PERKINS. How have you been able to work with the State and with the coal industry in developing the program and selecting the people who participate in the program?

Dr. BAILEY. Our funding comes through as part of the State appropriation. We have available to us the teaching expertise of the Kentucky Department of Mining, Mines and Minerals. Most fortunately, we have people available to us from the industry in the area.

For example, I call on George Evans' people for an expert example on roof support. We have a course on roof support. In that way, we are able to get the most qualified persons in our community to come in and teach a very highly specialized course.

A lot of words have been said about degrees, and that kind of thing. Our attitude is, we would far rather trade 30 years of recognized experience for a college degree. So we do not insist that all of our teachers have college degrees.

Chairman **Perkins**. Let me observe that I usually attend the safety programs over at the the old Fordham coal operation, and I have observed that youngsters have been going in the mines in the last 3 or 4 years. I presume that they have 100, maybe, between 19 and 26 or 27 years of age there in that mine presently.

I likewise observed that years ago, when we had all this outward migration, we almost forgot about coal mining in our vocational schools in eastern Kentucky, when hundreds and hundreds of marginal coal operations closed down. We lost, as Mr. Evans stated, a generation of miners, the youngsters who migrated out of the State where their fathers worked in the mines. They were not able to pick up from their fathers the sophisticated training to operate the machines and all the technical skills required in the mines.

It worries me that we are not presently utilizing the vocational schools for these purposes, especially the ones in the area where there are a lot of dropouts from high school and college who do not go back to school.

However, they want to go into an occupation where they can earn their livelihood. It worries me that George Evans is going to have to pull some of his best trained people out of those mines and put them in those vocational schools for a certain period of time during the day, as well as some other operators, to get the expertise that we now need since we have lost this generation of miners.

The young people who are coming along know nothing about it. Of course, they have relatives, yet, in the mines. But to utilize these vocational schools that are presently constituted for job purposes, we have to get those instructors there, and perhaps borrow some equipment from those coal operators to put in those schools and begin teaching regular courses.

I don't know how many programs we will be able to get funded through the Department of Interior.

Dr. **Bailey**. There are some wonderful programs.

Chairman **Perkins**. But getting these people jobs is what we are seeking to do. I know that if they had the proper instruction in the Pikeville area and the Williamson area, from the Pikeville people who are close to the sophisticated mining equipment, there would be no trouble placing these youngsters in the mines at a great salary, on the wage scale which has been improved, fortunately, over a period of years.

It is one of the most hazardous occupations in the world. I know that in the years gone by, I agree with George Evans, coal has helped to put industry and revenue into Kentucky today.

None of the institutions in Kentucky—and I have traveled around the State—have done what they should have done from the standpoint of coal research. They do not have instructors to teach in all of these areas.

Notwithstanding, it is never too late to start, but if we don't commence to do this right away, we are going to lose the opportunity and jeopardize thousands of jobs in eastern Kentucky, in my judgment.

I would think that through the cooperation of the State vocational people, the State Employment Office, and the manpower organizations, you people could get up there, sit down with them, and say: "We are going to need so many machine operators, so many mine technicians, so many men to work on the cutting machine, and various other capacities.

You could go to all the mine operators who are putting in deep mine operations presently, let the UMW be represented, get some instructors who are experienced, even if they don't have a seventh grade education, and they can make fools out of all the college instructors in this land up there among those mountains.

You will have to get somebody with some practical sense that knows how to do this job. If you are going to look to the college level, we are never going to get those youngsters in these mines like we should.

Yes, a few of them will go in. A few will follow their fathers. There are some of those yet, but not as many as there should be because, as George Evans said, we have this lost generation.

I would like to see something done in that area. Nobody is more conscious of it than Carl Perkins.

Now the courses that are put on up there—most of the schools that teach heavy mechanics, diesel mechanics, and mechanics of all kinds, welding—those youngsters are all getting jobs when they leave those schools. But we have not scratched the surface insofar as the real use of jobs in eastern Kentucky.

I know George Evans, and I know that he knows the art of mining, and that is the way that it has to be. The operators, the miners, the representatives of the coal industry have never had the input that they should have had, and have never been recognized at the State level where the jobs are actually programed to get this kind of training and operation.

I have slept with this bill since 1963, more or less, and I see these great opportunities in eastern Kentucky. All of the institutions in eastern Kentucky have been derelict, because we could not foresee this great demand. I would hope that we could start now, and recognize our dereliction.

I have never gotten on this subject matter before in public, so I have also been derelict in doing something about the situation up there with those schools that we have in existence.

You have to decide what training programs you can offer in the higher education institutions and really go into this thing and do something about it. I want to see eastern Kentucky revived and become one of the most prosperous sections of the entire Nation. We have to attract the industry in the area and provide the jobs for the people.

With all the deep mines that are going in, it is a bright future. If we don't do this job at home. George Evans is going to go out of the State, Republic Steel will be going out of the State, and the other coal companies are going to out out of the State, to bring in hundreds and hundreds of technicians.

Am I right about that, George?

Mr. Evans. That is right.

Chairman **Perkins**. It is time for us to become alarmed about the vocational situation at the State level in Frankfort, Ky. The employment offices should do something about these jobs.

I know a lot of these operators well enough, and the miners will help. They can contribute some of this mining equipment in there for preparing these vocational schools to teach these younsters.

I would like to see programs of this type started within the next 60 to 90 days. I don't care where it is started, but it should be started in Kentucky. It can become the forerunner of the nation, if we get involved in this and get more coal research going.

It just hurts me to see this situation dry up, and that is just about the way that it is proceeding now.

I have talked too much. But I know, with the operators that we have and the working relationship they have with the miners, that there will be no problem in getting new programs started.

If the Governor has to pull some money out of his emergency fund. I think that he will do it. If we get together with you people at the State level and tell you it is time, we need 150 jobs here, we need 200 jobs here in this mine. "We are going to furnish the equipment, and we are going to furnish the instructors," they can change the certification of teachers overnight, and if they can't, then we will preempt that, and see if they can't have that flexibility. Frankly, we will see that they do those things.

I would just like to see the situation turned around. I would like to see the coal profession back on its feet, and the men employed in eastern Kentucky, and they will be employed.

They talk to me, and they say: "We have no way of getting training." If I go through the streets and I meet 100 people, they will come up and tell me what is on their mind.

Mr. **Lehman**. I notice, on page 7 of Mr. Evans' testimony, that one of the schools is named Alice Lloyd. I just wondered if there were any women in that school?

Mr. **Evans**. I would say that it is about 50–50.

Mr. **Lehman**. You do train women to do certain mining functions?

Mr. **Evans**. There is nothing in this college in the area of manpower training for women.

Mr. **Lehman**. Has mining become more technical, more sophisticated that mining employees should not necessarily be just men?

Mr. **Evans**. As we currently have the mining training, this training is done on the coal company level. We have what is known as a red hat program, which means that the new trainee is observed by everyone in that he wears a red hat. It is a hard red hat, so that everyone recognizes that he is new, and he is being trained.

Mr. **Lehman**. What I am trying to get at. If you are looking for personnel, young personnel to get into the mines, good personnel and intelligent personnel, about 40 percent of our work force throughout the country is women.

Mr. **Evans**. The answer to that is that we are dealing with history, before the ladies worked in the mines. So the same thing would apply from the educational standpoint, to both sexes.

Mr. **Lehman**. What I am concerned about, in the vocational training in high schools, colleges, et cetera, is the stereotyping women into women's jobs.

Most of these women, sometimes after they get married, most of them are going to have to go to work either through divorce or to supplement their family income, or through widowhood.

I have read the booklet on the college at Pikesville, and I don't see any women in the booklet.

Dr. **Bailey**. I would like to comment on that regard. There are two women now enrolled in the program, and our recruiters make a point of telling them that the program is available to them.

Mr. **Lehman**. Mr. Feltner, I would suggest, if you really want to make your mine safe, you get some women in them.

Mr. **Feltner**. We have them.

Mr. **Lehman**. You have women in the mines?

Mr. **Feltner**. Yes.

Mr. **Hall**. That work below?

Mr. **Feltner**. Yes.

Mr. **Lehman**. Are they helpful and militant for it?

Mr. **Feltner**. Very.

Mr. **Hall**. Are you saying that they are distracting, too?

Mr. **Feltner**. Not really distracting. We have women in the mines, today, that are operating machines, the same machines that the men operated. Of course, they are helpful in the local unions. They are very helpful. They are militant, too.

Mr. **Lehman**. As we know, as industry becomes more and more sophisticated, the pick and shovel days are going to be less important to miners. Sophisticated machinery is required, and sophisticated and intelligent application. The fact is that women have to work. They have to work because it takes two incomes in a family. They have to work because, even in eastern Kentucky, they get divorced.

I think that we should bear in mind that training should not be for a stereotype masculine profession. I think that this might be one helpful solution not only to the number of employees, the quality of employees, and the safety of the employees in the mines.

Mr. **Blouin**. Thank you, for being here. You have been a well-balanced panel, and we appreciate your time.

Our next panel consists of Dr. Adron Doran, president, Morehead State University; Dr. John Rowlett, vice president, Eastern Kentucky University; and Dr. Stanley Wall, vice president, University of Kentucky.

If you, gentlemen would come around to the table, and go right into your testimony, we would appreciate it.

STATEMENT OF DR. ADRON DORAN, PRESIDENT, MOREHEAD STATE UNIVERSITY

Dr. **Doran**. I am Adron Doran, and I am president of Morehead State University. I was requested to make at least 14 copies of some information. I have made those, and I will file them with the committee.

Mr. BLOUIN. Without objection, they will be made part of the record.

[Prepared statement of Dr. Adron Doran follows:]

PREPARED STATEMENT OF DR. ADRON DORAN, PRESIDENT, MOREHEAD STATE UNIVERSITY, MOREHEAD, KY.

INTRODUCTION

We at Morehead State University appreciate the invitation to testify before your committee on the topic of vocational education. I believe you will be interested in knowing the involvement of Morehead State University in developing and offering vocational education programs as a part of the University and the role that a regional university can and should play in vocational education.

INVOLVEMENT

Morehead State University has been deeply involved in offering vocational education programs to students of eastern Kentucky. Programs in the following areas are among our current curricular offerings: (1) agriculture, (2) business and office education, (3) home economics, (4) nursing, and (5) vocational trade and industrial education.

As a result of the University offering these prorgams, funds have been realized for support as follows:

Summary of vocational funds, 1971–75

Year:	*Total*
1971–72	$38,163
1972–73	32,642
1973–74	54,287
1974–75	55,988
1975–76	49,696
Total	230,776

The effort exerted by Morehead State University in vocational education has been greatly enhanced by the availability of additional funds to support these programs.

VOCATIONAL EDUCATION IN REGIONAL UNIVERSITIES

For many years, dating back to the Morrill Act, universities have been vitally interested in vocational education. Initially, this thrust was in the land grant colleges and universities because this was where the state resources were placed. Up until the 1960's, the University of Kentucky provided all of the vocational agriculture as well as trade and industrial education teacher training and dominated in all other existing vocational teacher training areas.

This thrust in trade and industrial education was expanded into the regional universities during the 1960's when the demand for pre-service and in-service teacher training in trade and industrial education exceeded the staff capabilities at the University of Kentucky. Also, trade and industrial education teachers were anxious to receive their training in their home communities.

During this same period of time, changes were being made in the Kentucky certification standards for trade and industrial education teachers in order to upgrade the academic and professional training of the teacher to his technical competency level. Vocational educators were also beginning to examine the merits of associate and baccalaureate degrees for trade teachers.

With the advent of the Education Professions Development Act (EPDA) universities broadened their thrust beyond classroom instruction and workshops and became directly involved in the day-to-day dynamics of vocational education programs in the regions. Evaluation systems, follow-up studies, manpower and demographic studies, as well as many other immediate and urgent problems were attacked jointly by university personnel and vocational administrators and teachers. Administrative internships also "came of age" with EPDA.

Since the very beginning of vocational teacher preparation in regional universities, outstanding work has been done at the pre-service training level in industrial education. Offering quality preparation programs in the home region of the prospective teacher certainly has many positive values.

Providing in-service teacher education programs in regional universities has an even greater and more compelling advantage than offering pre-service programs in the region because of the travel time involved to and from class. By having programs in the regional universities, it is no longer necessary to limit training in the summer. Vocational teachers served by Morehead State University receive in-service training throughout the academic year.

Because of the rapid expansion of vocational education programs and to insure quality leadership, Kentucky has developed a certification plan for administrators, supervisors, and coordinator of vocational education programs. Persons pursuing this program are in most cases already on the job and must attend college on evenings and weekends in order to meet certification requirements. Without regional universities, these persons could not work and study at the same time.

Morehead State University is also exploring viable partnerships which can be developed between State Vocational-Technical Schools and the university in technical program areas. Morehead has developed a "Pilot Program in Electronics and Welding" with the Ashland Area Vocational-Technical School. In this program, post-secondary students may receive up to thirty-four (34) semester hours of college credit for technical training received at the Ashland State Vocational-Technical School toward an Associate of Applied Science Degree when they transfer to the University. A total of sixty-two (62) students have been recommended for this program to date. Many of these students are presently enrolled in a night course at the University while continuing to pursue their vocational program at Ashland. Regional universities have performed well in the areas of: 1. Education Professions Development; 2. Preservice Industrial Teacher Education; 3. In-service Industrial Teacher Education; 4. Training of Vocational Administrators; and 5. Coordinated Technical Programs.

Morehead State University has been involved in research and development as it relates to vocational education through the Appalachian Adult Education Center. The Appalachian Adult Education Center at Morehead State University has served as a regional demonstration and research center in improved practices in adult basic education for a period of nine years. The Center is indicative of the University's concept of regional service and an exemplary program in an institution of higher education in research and development related to vocational education.

In the area of vocational education the Center has:

1. Urged and demonstrated linkages between adult basic education programs (basic skills) and the application of those newly acquired skills through vocational education.

2. Encouraged and demonstrated (through community planning processes) the interrelationship of public library and adult and vocational education services for disadvantaged adults.

3. Provided state-wide in-service training to the 400+ adult basic education teachers, paraprofessionals, and administrators. In the spring of this current year the Morehead State University training focus is upon the expansion of career/occupational education curriculum and techniques in adult education programs and the necessary linkages with existing vocational education programs.

4. Demonstrated unique vocational education programs, e.g., the utilization of successful indigenous Adult Basic Education students in providing home instruction to severely disadvantaged adults. The program, being adapted across the United States, has put thousands of new readers to work teaching others.

ISSUES AND TRENDS

Alvin Toffler says we live in an "age of transcience" (*Future Shock*). Rapid change creates a curriculum belonging to yesterday rather than tomorrow. Institutions of higher education should be moving all educational programs into the future and serving new publics—women, aging, low-income groups, handicapped—through differentiation of programs and services in nontraditional ways. A host of emerging alternatives for delivering education are occurring such as adult education learning centers, dividing all basic courses into modular units for student access and placement adapted to individual knowledge needs.

Increasing length of life span, human energy, and freedom of many more hours from labor provide opportunity and greater need for education for changing occupation and for leisure for all ages. The emerging concept of "life-time . . . long-life learning" presently being advanced by the Mondale bill in the Senate appears to be the direction our nation must take. Vocational education, its formal, informal, and nontraditional programs will become a major component of the life-time learning movement BUT the management and implementation of the concept will require institutions of higher education to serve as a catalytic agent to bring about new knowledge and delivery systems to meet these needs. Morehead State University is moving into emerging alternative delivery systems such as:

1. Taking programs to people when and where they are needed or requested.
2. Workshops, seminars—on and off campus.
3. Courses offered via television for credit and noncredit.
4. Consortium arrangements with private colleges to offer graduate programs in their geographical areas.
5. Consortium arrangements with area vocational schools.

If regional universities are to continue this same high level of service, additional resources are needed to keep pace with expanding needs for vocational personnel. However, teacher training efforts should be expanded in all areas and this will require more resources. Many innovative and exciting opportunities exist in vocational education for regional universities if we can only muster the resources to meet the challenges—the willingness and desire to serve is already here!

RESTRUCTURING OF VOCATIONAL EDUCATION IS NEEDED

There are many signs of need for restructuring vocational education (all post-secondary education) such as the changing average age of students, increase in numbers of part-time students, closing of some institutions (and Federal support of programs), financial problems in all institutions, changing public attitudes toward the value of higher education, changing publics, and demands to equalize access to education among persons from differing economic levels. The proposed legislation on vocational education will assist in restructuring the area to meet the needs of the new publics of education.

PROPOSED SUPPORT

Morehead State University supports the following areas in the proposed legislation to enable institutions of higher education to more fully participate in offering these programs:

1. Increased support should be given to institutions of higher education to enable more manpower training to be offered in these areas of expertise within the state.
2. Institutions should be involved in developing the state plan for vocational education and assist in developing program priorities.
3. A representative from higher education should serve on state boards governing vocational education programs.
4. The proposed emphasis in vocational education on vocational guidance and counseling is greatly needed and will aid in identifying and reaching the publics that should be served through vocational education.
5. Programs to provide training and retraining opportunities for persons serving or preparing to serve in vocational education and to provide for potential leaders in vocational education to enroll in advanced study programs should be an integral part of the legislation. It should be emphasized that all institutions of higher education with quality vocational programs should have access to support funds.
6. With the delivery system developed for adult education at Morehead State University, we are in an excellent position to develop and disseminate findings from exemplary programs and projects in vocational education and would highly support this segment in the proposed legislation.

SUMMARY

In summary, I support the involvement of regional universities in providing vocational education in areas of their expertise, cooperation and coordination of program offerings with other institutions within the service region and more support for these programs. Regional universities may have a different level of technical expertise and leadership development potential and certainly research capacity which will greatly enhance the future development of vocational education throughout the country.

Dr. DORAN. In view of what has been said this morning, and in view of some of the questions that have been asked, some of the dialog that has taken place between the committee and the witnesses, my reaction to the whole question is one of trying to identify the role of a regional university not only in the whole process of education but in the relation of this process to vocational and technical education.

We have tried to point out, in the material available to you, the areas in which we have been involved, where we have expended Federal funds, where we have received and expended Federal funds. Those are: agriculture; business and office education; home economics; nursing; and vocational and industrial education.

We have listed, at the bottom of page 1, the amounts of money that we have received in Federal grants from the U.S. Office of Education, and other agencies of the Federal Government in the last 5 years.

I will assure you, gentlemen, that this is but a drop in the bucket compared with the needs in these fields and, indeed, the costs in these fields. We have expended less than a quarter of a million dollars in these five areas, and it no way establishes a firm partnership between the State and the Federal Government, among the Federal Government, the State government and the university.

Indeed, the role of the regional university has been changing rapidly since the passage of the Morrill Act, which modified the role of the land-grant colleges a generation or so ago.

I don't believe that our institutions ought to be vocational schools. Indeed, there is a place for vocational education in the technical schools in the State and in the Nation, but we are in no position to provide the kind of preparation that you have talked about, and that we have discussed in the strictly vocational fields, where we prepare practitioners.

I am confident that there are a number of these young men and young women who have the experience in vocational schools, to find the need to advance that preparation beyond the mere skills that they have been taught there.

So, we have developed associate degree programs in technology. These are 2-year programs, and we have listed, in the material furnished to you, some 21 of these programs that we are now offering, where we have people enrolled, and now completing them.

These would be such things as: broadcast technology, construction technology, data processing, drafting and design technology, electrical technology, electronics technology, farm production technology, food service technology, graphic arts technology, industrial technology, laboratory technology, machine tool technology, medical office assisting, medical technology, mining technology, ornamental horticulture, radio and television broadcasting technology, radiological technology, reclamation technology, veterinary technology, and welding technology.

These are students who have graduated from high school, and who desire a higher level of preparation to operate the machines, and administer the programs, and provide particular services in these areas.

We also know that there is a great need for instructors and teachers in vocational fields and the technical fields. So we are offering baccalaureate degrees in the areas that I have recited, and others. They go on to master's degrees in some of them.

I happen to believe that there is not an overproduction of baccalaureate degree people in America. There is not an overproduction of master's degree people in Kentucky or in the Nation. Nor is there technical field preparation for teaching in these technical fields, and in the field of teaching others to teach in these various fields.

The trouble is, if indeed there is a troubled area, in the field in which these individuals have attained a higher level of education.

Certainly, there are fewer people at this higher level needed in certain disciplines than in others. The great thrust in the freshman enrollment in our university over the last 3 years has been in the field of technical preparation, preparation as a practitioner in the technical field, preparation for teaching in these various fields.

So we have endeavored not only to provide inservice education for the people who are teaching in the vocational school but, in cooperation with the Department of Education, to bring some of the students enrolled in the vocational schools to our campus, to extend their preparation in certain technical fields.

Mention has been made by the Governor and others of the role of an institution like ours in determining the manpower needs of the region that we serve, and relating the training programs to the manpower needs of the various businesses and industries.

Recently, an industry has been established in Morehead, the Browing Co. which is a subsidiary of the Emerson Electric Co., and they have always followed the pattern of training their own workers, and training their own supervisors and administrators.

However, we have worked out a program cooperatively with the State department of education where these people who are going to take over the supervisory and administrative responsibilities in this plant, are being trained by our college personnel, and being prepared to do the job that needs to be done when the plant opens.

We have found a large number of employees of business and industry, particularly in the field of business administration, who have completed baccalaureate degrees but have found need for advanced preparation as young executives.

We are taking graduate programs to communities and even to the industry building itself, and offering graduate programs at the master's degree.

There is a great need for some of the funds, more of the funds that are available, or should be made available, for vocational and technical education in America, to be funneled into programs offered by the institutions of higher education.

We have a program in mining technology that is a 2-year associate degree program, where these youngsters get college credits for the studies that they make, and the experiences that are provided.

The only Federal funds that we have received in this area have been for research in the safety field of mine engineering. We are operating these programs with State and university funds.

So, I suppose that if I have any contribution to make, or any suggestions to offer to the committee, it would be to look at the need for funds to make provisions for institutions like ours, to provide the experiences and preparations in the laboratories where these youngsters can go to college and can prepare themselves to do the job that the manpower needs study shows needs to be done in our region of eastern Kentucky.

Thank you so much for coming. I am not concerned that the chairman had to leave, because I have testified before this committee, or comparable committees, since 1963 in this field of vocational education. If experience is worth anything, it has strengthened my conviction that money is of some consequence in building these programs.

Mr. BLOUIN. Thank you, Dr. Doran.

We will now hear from Dr. Rowlett.

STATEMENT OF DR. JOHN ROWLETT, VICE PRESIDENT, EASTERN KENTUCKY UNIVERSITY

Dr. ROWLETT. I do have copies of my prepared statement, and my remarks will be considerably briefer than what you have in front of you.

I am pleased to have this opportunity on behalf of Eastern Kentucky University to present testimony regarding pending legislation in vocational education with particular emphasis on proposed changes dealing with the funding of postsecondary programs.

President Martin has already expressed his regrets to the chairman that he is unable to be present today for this hearing.

As we examine possible changes in vocational education legislation, I think it is important that we keep in mind the generic idea that was central to the Smith-Hughes Act, an act that proposed the establishment of a Federal/State/local partnership for developing and financing educational programs to prepare individuals for gainful employment.

While the initial funding authorization of the Smith-Hughes Act, which was passed almost 60 years ago, was modest, slightly more than $7 million to be spread throughout the 48 States, and the appropriation levels were even lower than that.

But the Smith-Hughes Act was extremely instrumental in encouraging the development of programs in agriculture, home economics programs, and trade and industrial programs in our secondary schools.

This act, as this committee knows, has been amended over a number of years, but the amendments, in my judgment, tended to be additive rather than fundamental in nature. But in 1963, vocational education was given a new breath of life.

Mr. Chairman, under your leadership, the Vocational Education Act of 1963 became a public law, one that retained the best of the past, and one that also broke with many of the traditions of the past, a public law that has been recognized and applauded as a piece of landmark legislation.

The broadening impact of that particular legislation provided for long overdue flexibility and for extraordinary opportunities for those serving in leadership roles in vocational and technical education to modify old programs and to create new programs consistent and attuned to the problems and needs of the present rather than the past.

It demanded, really, that we evaluate the strengths and the weaknesses of our programs, and that we use a broad philosophical base in conceptualizing and implementing programs.

The 1963 legislation, in substance, dealt with the realities of the times, and the subsequent amendments that have been made, added under your leadership, have kept the legislation up-to-date.

I would point out one fundamental change contained in the 1963 Act, because if this change had not been made there would be no reason for me appearing here, before this committee today.

Prior to the 1963 Act, there was a concept of fundable programs as being of "less-than-college-grade." In the 1963 Act, Mr. Chairman, you substituted the concept of "less-than-college-grade" with the "less-than-baccalaureate-level programs."

In 1963, that concept was used, and today we have heard frequent reference that the work force in the future will likely need, proportionately, as many baccalaureate people as it has in the past. This is debatable, but it is an idea that is around.

We do know that the proportion of people needing training beyond the high school is going to increase dramatically. So the language of the 1963 Act recognized, it seems to me, that vocational and technical education occurs in a wide variety of institutions, and not just traditional vocational schools but that these programs are offered at community colleges, at 4-year colleges and universities. You made that explicit in the act.

Also, it was explicit that these kinds of programs ought to be fundable if they, in fact, squared with the regulations involved. This was the intent. And it was a very laudable goal, Mr. Congressman, and it has not worked very well.

The reason that it has not worked very well, as far as colleges and concerned, is that there simply has not been enough money appropriated to take care of the needs of the more traditional kinds of programs that have been developed. We are not questioning the need to operate those programs. They have been developed, and they have been funded. There simply has not been enough money left over to provide very much assistance for the programs that are operated on the community college campuses at the 4-year State colleges and universities. This we understand.

A number of proposals have been submitted to your committee to address this problem. There are those who argue that the 15 percent set-aside should be greatly increased. I favor this proposal but I would oppose it if this meant reducing the amount of funds available to support secondary vocational programs.

I oppose strengthening one part of the program and at the same time weakening the other part. Yet, if I understand some of the proposals that have been submitted, it would seem that this would have this kind of practical effect.

I would suggest that the 15 percent set-aside be maintained and that efforts be continued to provide increased funding for vocational/technical programs at all levels. I think that this is imperative.

Some are suggesting that from whatever amount of funding that may be made available for postsecondary programs, that a fixed percentage be set aside for a particular class of institutions.

This, essentially, is the proposal of the American Association of Community and Junior Colleges, if I understand that proposal.

I am strongly opposed to this proposal. I think the intent of the act and the amendments is to channel funds to programs, rather than particular kinds of institutions. So I would oppose a set-aside for a particular kind of institution. We are talking about programs, and not institutions.

Another suggestion, and you have addressed this today, calls for the creation of a new board, a new board that would receive, administer, and disburse postsecondary vocational/technical funds. *I* oppose this proposal for several reasons.

Such a proposal would have the effect, in my judgment, of separating vocational and general education. I think that this would be a tragic mistake. I think that there is too much separation both in the minds of people, young and old, and in practice.

I am of the firm opinion that the State board of education should continue as a single board, to be concerned with vocational education and nonvocational elementary and secondary education.

Mr. Chairman, as you know, Eastern Kentucky University took very seriously the challenge and mandate of the 1963 act to develop high quality technical programs at the associate degree level.

In March of 1965, President Martin proposed to our board of regents a plan to organize, along with the more traditional colleges, a college of applied arts and technology which would house a number of technical programs, including a variety of associate degree technical programs.

As President Doran has pointed out, Eastern Kentucky University is not a vocational school, and it is not a technical school. It is a broad base university, but one of our many commitments is in the area of postsecondary technical education.

As I address this topic today, please do not forget that we have other traditional areas of the university that one would expect.

The plan that President Martin presented was, I think, a highly imaginative plan and one that has been emulated by a number of 4-year colleges and universities throughout the country. I would also like to call attention to the timing of this plan.

This was in March of 1965. It was during that period of time when higher education enrollments were booming all across the country. The crunch of enrollment declines was not in the mind of people. Some thought that it would continue, I suppose, forever and ever.

This plan that was designed in the mid-1960's was designed to provide alternative programs of study for students, programs carefully keyed to existing and projected employment opportunities.

It was not designed, in effect, to compensate for decreasing enrollments because the enrollments were booming in all of the other areas.

We began to offer these programs in 1965, and with granting of university status in 1966, we were prepared to move ahead with no further expansion and development programs.

One comment on this, Mr. Chairman. The statute that transformed the State colleges to regional universities had an explicit charge that we serve our regions as community colleges.

We were explicitly authorized to develop community college programs, less than baccalaureate level programs, to serve our regions. This is one of the stated functions of Eastern Kentucky University and Morehead University, the other regional institutions.

So we had not only a philosophical commitment in this direction. We had a statutory charge in this direction.

In the fall of 1965, we had an enrollment of 195 students, Mr. Congressman. This past fall, out of our total enrollment of 13,430 students, about 15 percent of the students were in less than baccalaureate level programs, almost 2,952 to be exact.

Almost 50 percent of our enrollment were students who have made a commitment, which they may change, but at least they have made commitments to programs of preparation that are at less than the baccalaureate level. They programs have great breadth.

In the materials that I have prepared for you, I have suggested the areas of our programs. We have some 50 programs and options.

In 1966, and this is where we get the proof of the pudding, we graduated 11 students with associate degrees. In 1975, 379 students graduated with associate degrees, and these individuals leave our campus to go to work. They get jobs consistent with their training.

We have accurate followup records as to what happens to them, and the placement record is remarkable. We are the largest, or we were last year when the latest records were available, we were the Commonwealth's leading producer of graduates at the associate degree level in terms of a single institution.

The community college system as a totality, of course, graduated 17 percent of all the associate degrees awarded. It has not been a minor kind of commitment. It has been a major kind of commitment.

We have a career ladder concept, at Eastern Kentucky University, and others employ it. This permits a student to complete 2 years of work, receive a degree, go out into the world of work and earn a living.

If he, or she, changes his mind at the end of 2 years, and wishes to move into a program in the same general area, a technical program at the baccalaureate level, it may be done without a single loss of credit, except in one field, and that is nursing. There is a loss of credit there.

We have students who go both ways. We have students who go to work, and then come back on a part-time basis, to complete a baccalaureate program.

The career ladder extends down to the kinds of programs that Dr. Lamar offers in the postsecondary vocational schools, the licensed practical nursing programs, for example. If a woman earns the LPN certification and goes to work, and later decides that she wants to be a registered nurse, what do we do with 1 year of quality training at the postsecondary vocational school when this individual comes to the university? Do we say, this training is all right, but we really cannot count it because it is "nonuniversity level" work.

Our approach, and the approach of an increasing number of institutions is to develop proficiency examinations. Let these individuals demonstrate that which they know they can do and then move them into the program at the level where they are qualified to begin advanced work.

I would suggest to you that this is a savings of dollars, and it is also a demonstration of commonsense.

Now, Mr. Chairman, you are familiar with the studies conducted by Eastern Kentucky University in 1967 and 1971, in cooperation with the National Association of State Colleges and Universities and Land Grant Colleges and the American Association of State Colleges and Universities.

These studies have enabled us to get a picture of the extent to which public 4-year colleges and universities across the country are involved in offering programs of less-than-baccalaureate level.

In 1967, we found 114 institutions offering 619 less-than-baccalaureate level programs enrolling 31,551 students. In 1971, we found 142 institutions offering 1,097 less-than-baccalaureate level programs enrolling 57,145 students.

The number of programs, institutions, and enrollments in the 1967 and 1971 studies are obviously low since 23.2 percent of the institutions in the 1967 study did not respond and 20.4 percent did not respond in the 1971 study.

When I was before this committee last February, the findings were tentative. They were not all in. I suggested to you at that time that the enrollments would likely exceed 100,000 students based on our courrent study.

We sent questionnaires to 429 institutions, and our responses exceeded 93 percent. We show that we have over 2,000 programs, 2,000 discrete programs operating at the State-supported colleges and universities. The data also shows that the enrollments exceed 100,000; they are 105,000. From some 31,000 in 1967 to 105,000 with 1974 being the base year for the study.

So what I have done today, essentially, is to update very briefly and this is included in the documents of the findings of that particular study.

I would submit to you the fact that there are over 100,000 students enrolled at State colleges and universities in less-than-baccalaureate programs. It indicates that these institutions are seriously interested in providing this type of education for students.

These institutions, I think, want very much to become full partners in the funding process intended for the support of these programs. President Doran has indicated that there simply have not been enough dollars to go around.

At Eastern Kentucky University, we do not want these extra dollars to come at the expense of existing secondary and postsecondary vocational and technical programs. We do not want to weaken those programs in order to strengthen ours. We do hope, however, that the increased appropriations, which you have suggested that you are working for, will come through, and that the programs at the colleges and universities will begin to receive an increasing amount of support but not at the expense of others.

Thank you, Mr. Chairman, and members of the committee for permitting me to present this testimony.

[Prepared statement of Dr. John O. Rowlett follows:]

PREPARED STATEMENT OF JOHN D. ROWLETT, VICE PRESIDENT FOR ACADEMIC AFFAIRS AND RESEARCH AND DEAN OF THE FACULTIES, EASTERN KENTUCKY UNIVERSITY, RICHMOND, KY.

Mr. Chairman and members of the Committee: My name is John D. Rowlett and I serve as Vice President for Academic Affairs and Research and Dean of the Faculties at Eastern Kentucky University. I am pleased to have this opportunity on behalf of Eastern Kentucky University to present testimony regarding pending legislation in vocational education with particular emphasis on proposed changes dealing with the funding of post-secondary programs. Mr. Chairman, President Martin has already expressed his regrets to you that he is unable to be present today.

As we examine possible changes in vocational education legislation, I think it is important that we keep in mind the generic idea that was central to the Smith-Hughes Act, an Act that proposed the establishment of a federal/state/local partnership for developing and financing educational programs to prepare individuals for gainful employment. While the initial funding authorization was modest, slightly more than seven million dollars for all of the forty-eight states, it was a beginning. The Smith-Hughes Act was instrumental in encouraging the development of programs in agriculture, home economics, and trade and industrial subjects and while it was amended a number of times over a long period of years, the changes tended to be additive, rather than fundamental in nature. But in 1963 vocational education was given a new breath of life. Under your leadership, Mr. Chairman, the Vocational Education Act of 1963 became a public law, one that retained the best of the past, and one that also broke with many of the traditions of the past, a public law that has been recognized and applauded as a piece of landmark legislation. It provided for long overdue flexibility and for extraordinary opportunities for those serving in leadership roles in vocational and technical education to modify old programs and to create new programs consistent and attuned to the problems and needs of the present rather than the past. It virtually demanded that we examine the strengths and weaknesses of our programs, and that we use a broad philosophical base in conceptualizing and implementing programs. The 1963 legislation squared with the realities of the times, and the subsequent amendments which have been added under your leadership have kept the legislation up-to-date.

I would point out one fundamental change contained in the 1963 Act, for if this change had not been made, there would be no occasion for me being here today. Prior to the 1963 Act, "fundable" programs were to be of "less-than-college grade", and the substitution in that Act of the concept of "less-than-baccalaureate level programs" has had far reaching implications. This change clearly recognized that which existed in 1963, it recognized that in this country we have a variety of post-secondary institutions, among them community colleges and four year colleges and universities that offer post-secondary technical programs, typically at the Associate Degree level, and that programs of this type ought to be fully eligible and deserving of financial support through vocational funds. The congressional intent, as we interpret it, was to place funding priorities on programs, not the type or kind of institution in which the programs were located. This was a laudable goal, but in practice it has not worked very well. Simply put, sufficient funds have not been appropriated to care for the needs of both the more traditional post-secondary vocational technical programs and those located on the campuses of colleges and universities. While we have shared modestly in these funds, they are most inadequate to cover the needs of all programs, at all levels.

A number of proposals have been submitted to your Committee to address this problem. There are those who argue that the 15 per cent set-aside should be greatly increased. I favor this proposal but I would oppose it if this meant reducing the amount of funds available to support secondary vocational programs. I oppose strengthening one part of the system if it means weakening the other part. I would suggest that the 15 per cent set aside be maintained, and that efforts be continued to provide increased funding for vocational/technical programs at all levels.

Some have suggested that from whatever amount of funding that may be made available for post-secondary programs, that a fixed percentage be set-aside for a particular class of institutions. I oppose this proposal. These funds need to go for the support of programs, not institutions.

Another suggestion that has been presented calls for the creation of a new Board to receive and disburse post-secondary vocational/technical funds. I oppose this proposal. Such a proposal would have the effect of separating vocational from general education and I think this would be a tragic mistake. There is already too much separation, both in the minds of people and in practice. I am of the firm opinion that the State Board of Education should continue as a single Board for both vocational education and the non-vocational elementary and secondary programs.

Eastern Kentucky University took seriously the challenge and the mandate of the 1963 Act to develop high quality technical programs at the associate degree level. In March of 1965 President Robert R. Martin proposed to our Board of Regents a plan to organize, along with the more traditional colleges, a College of Applied Arts and Technology which would house a number of technical programs, including a variety of associate degree technical programs. This was a highly imaginative plan and one that has been emulated by a number of four year colleges and universities. It was a plan developed not in response to declining enrollments in teacher education or other program areas; in fact, it was initiated during that period in higher education when enrollments were expanding at a rapid rate. It provided alternative programs of study for students, programs carefully keyed to existing and projected employment opportunities.

We began to offer these programs of instruction in 1965, and with the granting of university status in 1966, we were prepared to move ahead with the further development and expansion of these programs. We enrolled 195 students in six associate degree programs in 1965. In the fall of 1975, we enrolled 1952 students in more than fifty associate degree programs or options. To put it another way, in 1966 approximately 2.0 per cent of our students were enrolled in associate degree programs; in the fall of 1975, approximately 15 per cent of the 13,430 students enrolled at the University were pursuing associate degree programs. The breadth of our associate degree programs in nursing, law enforcement, corrections, business, medical records, medical assisting, industrial technology, recreation, medical laboratory technician, geological technician, agriculture, dietetics technology, food service technology, to cite examples of our programs, has been attractive to both full-time and part-time students. That these students persist and complete degrees is evident in the table below:

EASTERN KENTUCKY UNIVERSITY—ASSOCIATE OF ARTS DEGREES AWARDED

	Total number of degrees awarded	Percentage of increase over previous year
Year:		
1966	11	0
1967	33	200
1968	62	87
1969	81	30
1970	112	38
1971	143	27
1972	173	20
1973	255	47
1974	286	12
1975	379	24
Total	1,156	

NOTES

Percent increase 1970–1974 (112 vs 286) 155 percent.
Percent increase 1968–1974 (62 vs 286) 361 percent.
Percent increase 1968–1975 (62 vs 379) 511 percent.

Another way in which to examine the associate degree productivity and the important role which four-year publically supported institutions of higher education contribute is to compare this productivity in terms of the total degrees earned with in the state. In 1974, the last year complete data were available, a total of 1676 associate degrees were awarded within the Commonwealth of Kentucky. Of this number, 734 or 44 per cent of all associate of arts degrees awarded were granted by the public four-year colleges and universities. Within this context, Eastern Kentucky University granted 17 per cent of all associate of arts degrees in Kentucky and awarded 39 per cent of the associate degrees granted by the state's eight public four-year institutions. It is significant to note that Eastern Kentucky University awarded a total of 286 such degrees during 1974 making it the largest single producer in the Commonwealth.

Today, associate degree programs may be found in all of the upper division colleges of the University: Arts and Sciences, Applied Arts and Technology, Allied Health and Nursing, Business, Education, and Law Enforcement. We do not have special faculties or laboratories or courses for students pursuing associate degree programs. The students are enrolled in classes with other students who are pursuing baccalaureate degrees. The difference is in the educational objective of the student, and the packaging of existing university courses into a two-year sequence leading not only to an associate degree, but to skills and knowledge that are valued in the labor market. Even today the graduates of our associate degree programs are finding ample employment opportunities.

I should point out that we do not regard our associate degree programs as "terminal" in the sense that a graduate would have difficulty transferring credits earned to a baccalaureate program. At Eastern Kentucky University we have carefully provided, through the career ladder concept, for ease of transition of the associate degree graduate into a baccalaureate program in the same general field of study. The typical student (nursing is an exception) can make this transition without the loss of a single credit.

Mr. Chairman, you are familiar with the studies conducted by Eastern Kentucky University in 1967 and 1971, in cooperation with the National Association of State Colleges and Universities and Land Grant Colleges and the American Association of State Colleges and Universities. These studies have enabled us to get a picture of the extent to which public four-year colleges and universities are involved in offering programs of less-than-baccalaureate level.

In 1967 (with 76.8 per cent of eligible institutions responding) we found 114 institutions offering 619 less-than-baccalaureate level programs enrolling 31,551 students.

In 1971 (with 79.6 per cent of eligible institutions responding) we found 142 institutions offering 1097 less-than-baccalaureate level programs enrolling 57,145 students.

The number of programs, institutions, and enrollments in the 1967 and 1971 studies are obviously low since 23.2 per cent of the institutions in the 1967 study did not respond, and 20.4% did not respond in the 1971 study.

We have recently completed a similar study and questionnaires were sent to 429 eligible institutions and 93.2% responded. The findings indicate a deepening commitment of public four-year colleges and universities to less-than-baccalaureate level programs. The data show 2,123 programs in operation on public four-year college and university campuses, with enrollments exceeding 105,000 students. The data show that 129 AASCU institutions are offering these programs enrolling over 50,000 students.

Mr. Chairman, state colleges and universities have changed over the years, and some have changed more than others as they have sought out new ways to serve. A year ago this month I appeared before your Committee and presented the tentative findings of our study of less-than-baccalaureate level programs at four year state colleges and universities. Today, I have provided the major findings of this study as they are recorded in the final report. The study shows an impressive record of commitment on the part of the state institutions of higher education to broaden their instructional roles to include technical programs particularly well-suited to be offered in a college or university setting. The fact that over 100,000 students were enrolled last year in less-than-baccalaureate level programs at state supported colleges and universities is evidence of remarkable commitment on the part of these institutions. These institutions want to become full partners in the funding process intended for the partial support of such programs. At Eastern Kentucky University we do not want this to be done at the expense of existing secondary and post-secondary vocational and technical programs. We do hope, however, that increased appropriations will be provided for vocational and technical programs at all levels, including those at state supported colleges and universities.

We had, and still have, a lot of unlearning to accomplish. A main reason we are in this business now is to work with prime sponsors in fulfilling their requests as represented, and when we don't or won't, then prime sponsors should raise hell.

Mr. Chairman, it is always a pleasure to present testimony before your Committee, and I thank you for providing me with this opportunity.

Dr. DORAN. Would you, gentlemen, forgive me if I left? I have a 12 o'clock appointment that I have committed myself to.

Chairman PERKINS. We have some questions if you don't mind waiting just a few seconds.

Dr. DORAN. I don't mind waiting, if the other fellow doesn't.

Mr. QUIE. Dr. Doran, it is good to see you again, I am interested in your testimony, and I would like to pursue it a little bit further, so we will know which way to go.

For instance, you state that institutions of higher education should be involved in developing the State plan. I think that it is more important that you involve yourself in developing that State plan than any kind of percentages that we set. I think that you would probably agree.

Dr. Rowlett, you don't want to take funding away from somebody else. My own feeling is that putting on a percentage, even retaining the 15 percent, is not very wise because we don't know whether that is the way to go or not.

In Minnesota, they put most of the money into postsecondary, and in the other States they put it at 15 percent.

In the State advisory council, they said that people having special knowledge of postsecondary and adult education programs should be involved. That is one part. I wonder if you think that this is strong enough, or whether we should strengthen that in some way.

When the State plan is developed, the first requirement on it is that it is prepared in consultation with the State advisory council.

The second requirement says: "Designate the State board as the sole agency for administering the State plan and supervision of the administration of these various programs."

With regard to the administration, I would like to know if that State board has anybody who is knowledgeable in secondary education.

Then, the last part of it is: "The users of the Federal funds," and the second one says: "vocational education for persons who have completed or left high school, and who are available to study in preparation for entering the labor market." Do we have the postsecondary requirement sufficiently there for the users of Federal funds? If you would give me your views.

Dr. DORAN. Congressman Quie, our point is not as much consultation and involvement as it is representation. To me representation carries with it a far greater responsibility on the part of the institutions of higher education and the advisory committee than merely consulting with them about it.

You can consult with a person, and that would be an entirely different thing than having an individual who really has some clout and some voice in the final decision on what the State plan is going to be.

I have no fault whatever to find with the membership of the committee nor the law, other than maybe consultation and cooperation are not strong enough.

Mr. QUIE. It has been suggested in other testimony that instead of consultation with the State advisory council, the State advisory council be required to sign off. They would have to agree with the State plan before it is sent in to the national. What do you think about that?

Dr. DORAN. I think that it would strengthen it. I think that it would guarantee involvement and consultation with all of the facets of education that is involved with the preparation of people in vocation and technical education.

I am not skilled enough, nor knowledgeable enough in the administration of the advisory council, Congressman Quie, to know all that would be involved in that, because I have never met with the committee. We have people who have, but there is something lacking somewhere in the involvement of the institutions of higher education in developing vocational plans and setting the priorities.

Mr. QUIE. To date, you have not made recommendations that have been turned down?

Dr. DORAN. We have submitted proposals that have not been accepted.

Mr. QUIE. It would depend on whether your proposal was good enough or not. I suppose this is the way that the State board handles the postsecondary institution part of it.

Dr. DORAN. I would suppose that it is the same experience we have had with panels in HEW. They go through them, and then they send you a nice letter, saying: "You did well, but we ran out of money, or we gave priority to some other area."

I suppose it is the same experience we have had in this.

Mr. QUIE. On proposals that are submitted, do you feel that there is somebody who is really knowledgeable in Frankfort in the State administration of this program, that is, postsecondary or college-based type programs, postsecondary vocational education?

Dr. DORAN. That would get into my appraisal of the persons, Congressman.

Mr. QUIE. I don't want you to look at whether a person is good enough, just if there are some persons there who have this knowledge.

If some person's whole background is with the secondary school part of it, the postsecondary is kind of foreign to him.

There are other persons who really have a knowledge of the total postsecondary part, and you feel kind of comfortable that they know what you are talking about. They are talking the same language.

Dr. DORAN. I would feel more comfortable if representatives from the institutions themselves were more greatly involved, Congressman, than they are, and I don't think that this is peculiar to Kentucky. I think that it is representative of other States as well.

Mr. QUIE. We do list that in title X of the Higher Education Act, which has never been funded, so we cannot have the comparison of the two being administered side by side. But we tried to address it there. If we had funded it, we could ask you how it had worked.

Dr. DORAN. I do think, Congressman, that the approach we are making to the 1202 Commission in Kentucky, to which the Governor referred this morning, will have some impact on this problem.

Mr. QUIE. In your fourth point, when you say: "representative of higher education should serve on the vocational program." Is there such a person on the Kentucky State Board?

Dr. DORAN. Not on the vocational education board. That is the point that I was trying to make a while ago. Representation is a little different from consultation and involvement.

Mr. QUIE. Does your institution train guidance counseling personnel?

Dr. DORAN. Yes, at the baccalaureate level.

Mr. QUIE. Vocational education guidance counseling is greatly needed. Why do we need to do anything in the Federal legislation on that, why can't that be handled adequately in your institutions?

Dr. DORAN. What I tried to say a minute ago, we cannot be all things to all men on the limited funds that the State can provide for these areas of guidance and counseling. But if some of the funds that are allocated to vocational education could be plowed into the broad spectrum of guidance and counseling in vocational education, we think that our institutions of higher education, we could do a better job.

Mr. QUIE. I don't think that it is funds, because you will never have enough funds to do everything you want. You have funds to run a training program for guidance and counselors who work in the institutions.

If the person who heads the institution recognizes that we have not done well enough with people in guidance and other career parts of it, why aren't the institutions of higher education doing that themselves? Why are you not doing it yourself?

Dr. DORAN. The Governor said this morning that they were finding that counselors in the high schools, and I believe Mr. Evans supported it, are not well enough acquainted with the total question of vocational education to advise the high school students.

Mr. QUIE. They learn how to do that in your institution?

Dr. DORAN. I would hope that they would learn the areas in which they would advise and counsel them. We are pleading for the identification of this role of the regional university as well as in the preparation of the practitioner in technical and vocational education.

Mr. QUIE. There is nobody else that is going to be able to do the job but you.

This is all I have, Mr. Chairman.

Chairman PERKINS. Dr. Doran, let me ask you a question. I noticed, in your testimony, that Morehead has a very extensive inservice training program for vocational teachers. Could you tell us more about that, especially whether you are limiting this training to those teachers who already have a degree in vocational education?

Dr. DORAN. Most of them, except that we have established a relationship, as I indicated to you, Mr. Chairman, with the Ashland area vocational school. In this program, postsecondary students receive up to 34 hours of college credit for technical training received at the Ashland Vocational School.

We appraise that. Then, they offer this as part of the program for the associate degree. Now, we are working with those teachers in the vocational schools in our region, where we send some of our folks to their schools, and offer courses for those who are teaching. Then, some of the teachers come to our institution for night classes, Saturday classes, or inservice education.

Chairman Perkins. You have led this institution in such a tremendous way from the standpoint of growth and quality education that you are to be complimented. During your whole tenure at Morehead as President, you have had some trustees or members of the board of directors who were involved in the coal business.

I have been talking here this morning with the coal operators and the United Mine Workers' representative about strengthening opportunities for the youngsters in that particular area to go into the mines, to operate the cutting machines, and to learn all types of technology of mining and coal mines.

What suggestions would you care to make to the committee along that line, being more closely associated than the other trustees with this particular industry?

You have seen it go up, and you have seen it go down. You remember when the mines closed by the hundred just after you became president of Moreland University. Now you see coal mining becoming a booming business.

Dr. Doran. I heard your statement this morning, and you enlarged upon it in depth. It was the first time that I had heard you talk about those things. You admitted here that this was the first time you had made those statements in public. I do, indeed, agree with you that there is a role for the vocational school to play in this area. Either we have not had the people capable of teaching in these areas, or we have not had the financial resources necessary to do it, or we have not sensed the need for this manpower preparation.

I know that the vocational school at Harlan, for instance, I have heard Mr. McDowell talk at length at our board meetings on the need for training dropout high school students, who did not go on to high school, in this area that you are talking about.

I do not think, however, that our university, or universities comparable to ours would be able to provide that sort of training. I don't think that we are equipped to do it. I don't think that we are oriented to do it. I don't think that the students would come to our campus to get that sort of preparation.

Chairman Perkins. You think that it ought to be done at the local vocational schools?

Dr. Doran. How much orientation at the high school level ought to be done, I do not know. But Mr. Reed and Mr. McDowell, those people who have been identified with the coal industry, having served on our board, have felt very keenly that the role of the university ought to play, and this is how we came to offer the associate degree in mining technology. Not to prepare miners, but rather to prepare the technician who would serve as the paraprofessional to the engineer.

We would equip him with a high level of preparation to operate some of the sophisticated machinery that you indicated a while ago has gone into the mines, which was not there when you were closely associated with them.

I see no role that our university, or maybe even the community colleges, could play in this. But I do think there is a challenge to vocational schools to do what you are talking about.

Chairman PERKINS. Mr. Lehman.

Mr. LEHMAN. I have no questions. I have a niece who is attending Morehead, and she is very happy in the music department.

Chairman PERKINS. Mr. Hall.

Mr. HALL. I know how Dr. Doran feels about getting to another appointment. I do appreciate his testimony, and I have no questions.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. I have no questions.

Mr. QUIE. There is one that I have left out.

What institutions would be providing the training when they need the skills in the mining area? Are you talking about high schools?

Dr. DORAN. I am talking about area vocational schools. I know that Dr. Lamar is here, and he can testify to this program. We have a large number of area vocational schools that have some relation to the high schools.

Mr. QUIE. Are they postsecondary?

Dr. DORAN. They are both a community college postsecondary, and vocational schools. They have students who have graduated from high school, and many of them, I guess, are dropouts from high school. They have both high school graduates and non-high school graduates.

Our community colleges have three programs, and they have mining technology.

One of the things, Congressman, that this 1202 Commission is addressing itself to is to establish a closer relationship between the programs offered in the community colleges and the vocational schools, where they have similar problems.

Chairman PERKINS. It would appear to me that you have done a great job in your institution, as has Dr. Martin in Eastern Kentucky University, and others in the area schools—I am not in any way condemning the area schools because they have done an excellent job in their placement record.

However, we have an industry that is fast becoming one of the chief tax bases in Kentucky, if not the leading one.

Dr. DORAN. It is.

Chairman PERKINS. With that in mind, it behooves us all to cooperate and get to work. Lay aside all petty differences. If we need the instructors in the schools, one in Pine Creek, and one in Pikeville, and a person only has an eighth grade education, you ought to run and grab that fellow in cooperation with the coal operators and the miners and let him get out there and do that training.

If I went to the University of Kentucky, I would not be able to find a dozen men who could build a fence on my farm and I would not try. I would go to some fellow who has 40 or 50 years of experience or some youngster who has been trained to build that fence.

You just have to have the people who have the know-how. When you go to college—and I have been to college—we really consider ourselves above a lot of these things, and we look for higher things in the future, easier ways to make a living.

These trades that I know about, I learned as a youngster, by the time that I was 14 or 15 years of age.

I think that through close cooperation we can enhance the quality of our programs tremendously in the area schools by taking you people, consulting with the manpower people at Frankfort, consulting the vocational education people, and then going to those communities and sitting down.

You will not work out a program that is worth anything if you do not know what the situation is back in the local districts, if you do not go there and get all of these people together. You are just not going to do it, in my opinion.

People don't know where to go to find the jobs in the mines. You must put out a notice that you are going to have a meeting, work out a manpower program, and get some of those operators who operate this sophisticated equipment that we are talking about.

It is going to take all of these people, and you are going to have to back it here at the local level to work it out. It cannot be worked out 100 miles away.

I come home and let my people curse me out every 2 or 3 weeks. Then, I find out the real needs. Otherwise I would not be serving them at all. I like to come down here and find out what we are doing wrong. It will work in vocational education in just the same way. We cannot get above going to that community and seeing what the needs are.

I went out with Al Quie and Mr. Blouin, and I also went out with Bill Steiger from Wisconsin, he has now left us and gone to Ways and Means. We went to those States, and we went with Ike Andrews to North Carolina. We looked around at the employment offices, the vocational people, the manpower people. They say: "We need so many people here to train in the garment business in the vocational schools."

They put on a job-oreiented program for that specific industry that will be there in 2 months.

As I stated, the need is so great that I cannot emphasize it enough. I would like to see it take a different angle and go further, then see the schools greatly expand, if we can get more money.

Al knows, and all these members know the fight that we are going through on all these bills. If there is one thing that the Democrats and the Republicans have been generous about, it is money for the disadvantaged, the handicapped, and vocational education.

I think that we all want to provide more money, on this committee, in those areas. We are trying to do that, and we may not be able to do it as conservatively as some people happen in the U.S. Congress feel we should because they don't realize that job orientation is the cheapest insurance against unemployment in the world.

I hope that we can really improve ourselves in that one area. I am going to call on Dr. Lamar to respond to the council's report that recently came out. Dr. Lamar testified sometime ago on how to improve the quality of education everwhere in the country, not just in Kentucky. I know that we can improve it in eastern Kentucky, and that is what I shooting for.

I want to thank you, Dr. Doran, before you leave, for your contribution.

Go ahead, Dr. Wall.

STATEMENT OF DR. STANLEY WALL, VICE PRESIDENT, UNIVERSITY OF KENTUCKY, AND VICE PRESIDENT OF THE COMMUNITY COLLEGES

Dr. **Wall.** Congressman Perkins and members of the committee: I am Stanley Wall, University of Kentucky, and vice president for the community colleges.

Congressman Perkins, I am one of those six people at the university who is able to build fences, and probably this is what I would have been doing this afternoon, had I not been here.

We appreciate your coming to Kentucky and to the campus of the University of Kentucky for this hearing. I appreciate the privilege of appearing before you.

In 1962, the General Assembly of Kentucky enacted legislation mandating the formation of a State system of community colleges, and entrusted the board of trustees of the University of Kentucky with its operation.

On July 1, 1964, the University of Kentucky implemented the legislation in establishing the University of Kentucky community college system.

The University of Kentucky community college system occupies a unique position among State systems of community colleges in that it has association with the State university on one hand, and community orientation on the other.

The system consists of 12 comprehensive community colleges and the Lexington Technical Institute. The colleges are located at Ashland, Elizabethtown, Hazard, Henderson, Hopkinsville, Louisville, Madisonville, Maysville, Paducah, Prestonburg, Somerset, and Cumberland.

By action of the Kentucky General Assembly and the University of Kentucky board of trustees, the community college system is committed to a comprehensive policy of educational opportunity for the citizens of the areas served by the colleges.

Each college is charged with three basic functions:

One: To offer curriculums for the first 2 years of a baccalaureate program.

Two: To offer career-oriented technical programs designed to prepare students for immediate technical or semiprofessional employment. These programs are usually completed in 2 years, and are composed of about one-half general education courses and the other half, semiprofessional or technical education, which were brought out here this morning as being important to a well-educated person going into industry and business. The associated degree in applied science is awarded upon completion of the 2-year curriculum. The way that we refer to the program is that it is less-than-baccalaureate degree, but it is a 2-year program.

Three: To provide general education opportunities for citizens within their immediate areas. These include evening classes, workshops, seminars, short courses, et cetera. Continuing education unit credits are awarded to the particiuants consistent with standards and guidelines established by the Southern Association of Colleges and Schools.

The community colleges enrolled 17,268 students for the fall semester of 1975. This represented an enrollment increase of 26.2 percent as compared to the fall of 1974. We filed our report to HEW on this enrollment just a few days ago. We received a telephone call that the computer had kicked it out. The computer could not believe that the system of community colleges had such an increase in enrollment. We had to call to verify that our enrollment was, in fact, 26.2 percent higher than a year ago.

In addition the colleges awarded 13,133 continuing education units in their adult and continuing education programs.

Fifty-one percent of the students were enrolled in the 44 technical programs offered by the colleges, which as I mentioned a moment ago, include the mining technical programs where there are 227 students enrolled in those three programs.

The University of Kentucky community college system has not provided short-term skill training programs as are found in community colleges in other States. Our understanding with the folks in vocational education is that short-term skill training programs are to be provided by the area vocational schools.

The technical programs provided in the University of Kentucky community college system are designed as associate degree programs. Special counseling services, learning laboratories, developmental programs, and cooperative learning experiences are provided in support of these programs.

The faculties and administrators of the colleges are strong in their resolve to serve community needs through analyzing these needs and providing programs, insofar as resources permit, which effectively meet the educational needs identified.

Each college involves persons from business, industry, health fields, et cetera, as members of the advisory committees for each technical program area provided by the college. This has been referred to this morning, and the importance of it.

As a result, the scope of the educational programs and services provided by the colleges is increasing beyond the traditional group of young people just out of our secondary schools.

In the fall of 1975 more than 30 percent of the students enrolled in the college credit courses were over 25 years of age. Most of those over 25 years of age are enrolled in the technical education programs, with many of them enrolling in late afternoon and evening classes.

Some students enroll in courses to improve their abilities in their present job, while others are learning a new career as a means of improving their employability.

I believe that the University of Kentucky community colleges have been and will increasingly continue to be concerned and aggressively involved in responding to the technical education needs of the people in the areas served by the colleges.

Beginning with the academic year 1968–69, the community colleges began to receive some support from vocational regular part B funds. I have indicated in one of the appendixes the amount of money that we have received from each part of the vocational program, and the number of students involved. As you would look at that, the community colleges are receiving about 1 percent of the regular part B funds which come to the Commonwealth.

We are faring better under part A, the disadvantaged fund, part B, handicapped funds, cooperative education funds, consumer and homemaking education funds, and exemplary funds. As I said, the appendix will show you the dollars, dating back to the beginning of our participation in those programs.

In addition, the colleges have received some support, for some of their technical programs, from NIMH, NIH, and the Division of Allied Health Professions of the Public Health Services.

Thus, the community colleges have depended almost entirely upon State funds to support the 2-year associate degree programs in technical education.

The provisions of the 1968 Amendments, which stipulated that not less than 15 percent of part B vocational funds must be used at the postsecondary level, is not adequate, in our opinion. We have been involved, as directors of community colleges, in the leadership in the field. We are involved with the AAGC people in the position that they have taken relative to House bill 3036.

So, it will come as no surprise to you that we would urge that a higher percentage of the total funds be set aside for postsecondary education, but that this should not be at the expense of other programs. But I think that this is more of an encouragement, or an understanding of the main effort to try to bring attention to the fact that more dollars are needed in order to make it possible to get the job done that should be done in the community colleges in their efforts in technical education.

Maybe what we are trying to say in supporting such a position is that we believe that consideration should be given to a new approach in the distribution of vocational education funds to the community colleges, which is more equitable and appropriate.

The directors of the community colleges have a strong belief that the State advisory council should more adequately represent postsecondary educational institutions. They believe that at least one person who has the responsibility for administering a comprehensive community college should be represented on the State council.

So, those are our two major concerns at the present time. A more equitable way of distribution of the funds, so that the community colleges can better perform the role that they have in technical education and as a part of approaching that would be more adequate representation on the State advisory council.

I wish to thank the committee for the privilege of sharing some of our concerns with you.

[Appendix follows:]

Appendix A

SYSTEM ENROLLMENT IN TECHNICAL PROGRAMS

Program	1974	1975
Accounting technology	188	311
Banking management	12	29
Business management	575	927
Professional secretary—general	398	472
Broadcast technology	18	17
Hotel/motel restaurant management	11	7
Transportation technology	32	28
Professional secretary—legal	127	204
Real estate	189	251
Professional secretary—medical	74	103
Communications technology	40	81
Retail management	62	119
Savings and loan management		32
Data processing technology	206	256
Dental hygiene technology		12
Dental laboratory technology	39	45
Medical laboratory technician	58	85
Radiologic technician	32	49
Nursing—associate degree	1,030	1,084
Administrative medical assistant	48	63
Respiratory therapist	69	75
Mental health technician	110	190
Podiatry	10	11
Nuclear medicine technician	29	17
Architectural technology	91	58
Civil engineering technology	74	72
Electricity engineering technology	167	165
Manufacturing technology	10	4
Mechanical engineering technology	76	94
Mining technology	80	227
Reclamation technology	16	50
Agriculture technology, agribusiness	10	11
Forest and wood technology	69	66
Culinary arts		42
Home economics	11	4
Agriculture technology—farm operations	1	1
Early childhood education	85	118
Library technology	23	18
Law enforcement technology	73	119
Recreation leadership	75	89
Fire science technology	141	196
Special education assistant	13	32
Vocational teacher	13	8
Corrections	12	94
Community/social services	180	193
Students holding for admission to technical programs	816	1,277

Appendix B

VOCATIONAL EDUCATION FUNDING

	Number of programs	General fund [1]	Vocational education funds	Number of students
Program: Associate Degree Nursing Program				
Year:				
1968–69	6	$226,349	$65,000	343
1969–70	6	279,442	65,000	423
1970–71	7	346,001	71,000	434
1971–72	9	489,638	71,000	668
1972–73	9	579,162	71,000	789
1973–74	9	659,180	71,000	959
1974–75	9	762,102	71,000	956
1975–76	10	803,565	71,000	1,084
Program: Business and Office—Data Processing				
Year:				
1971–72	1	4,362	2,181	40
1972–73	1	10,626	4,698	63
1973–74	1	11,552	5,776	70
1974–75	1	12,944	6,472	79
1975–76	1	15,300	5,212	115

[1] Does not include cost of instruction for general education courses.

VOCATIONAL EDUCATION FUNDING—Continued

	Number of programs	Amount	Number of students
Program: Disadvantaged Programs (Part A)			
Year:			
1969-70	6	354, 307	348
1970-71	9	163, 464	611
1971-72	9	184, 395	1, 240
1972-73	12	220, 065	[1] 3, 840
1973-74	12	212, 979	[2] 3, 961
1974-75	12	219, 705	[3] 6, 875
1975-76	11	200, 300	
Program: Handicapped (Part B set aside)			
Year:			
1969-70	2	9, 350	27
1970-71	3	38, 450	71
1971-72	2	27, 945	21
1972-73	3	18, 839	62
1973-74	3	19, 750	127
1974-75	4	34, 712	183
1975-76	4	35, 985	
Program: Cooperative Education (Part G)			
Year:			
1970-71	4	22, 367	42
1971-72	4	59, 416	107
1972-73	7	80, 314	125
1973-74	9	109, 633	226
1974-75	8	90, 411	227
1975-76	7	77, 879	
Program: Consumer and Homemaking Education (Part F)			
Year:			
1970-71	4	9, 208	247
1971-72	4	19, 447	529
1972-73	4	22, 393	664
1973-74	2	20, 113	538
1974-75	4	43, 245	833
1975-76	4	55, 811	
Program: Exemplary (Part D)			
Year:			
1974-75	1	15, 264	40
1975-76	1	19, 306	

[1] 2,440 career outreach program, Jefferson.
[2] 2,340 career outreach program, Jefferson.
[3] 5,087 career outreach program, Jefferson.

Chairman PERKINS. Mr. QUIE.

Mr. QUIE. I would like to follow up my question of Dr. Doran with both of you. You indicated that you would kind of like to strengthen your representation on the State advisory council.

Do you think that the State advisory council ought to have a sign-off responsibility as well?

Dr. WALL. They would have to have acceptance by the State advisory council, and not just consulting with them.

Dr. ROWLETT. I think so.

Mr. QUIE. My next question is on the funds, and where you get them from. What difference does it make where you get your money, whether it comes from the Federal Government or from the State, or if they comingle the whole works?

Dr. WALL. It would not matter where the funds came from. As the Governor mentioned this morning, we have had limited funds for technical education. We feel that it is the role of the Federal Government to assist in this.

We think that this has been demonstrated. Other States have as much as 70 percent of the Federal funds going to the community colleges for technical programs, and so on. So, basically, it is a matter of a need for greater support in order that we can expand the technical programs to meet the needs that have been demonstrated here several times today.

Mr. QUIE. Why shouldn't that be set within the State rather than us telling the State what percentage to put into any one program? I imagine that it varies from place to place. You suggest 30 percent for all States, but South Dakota does not have a community college.

Dr. WALL. We understand that. As I said, the position as related here is to bring attention more to the need for community colleges having a greater share of the Federal appropriation in the development of technical programs.

Yes, I would agree that there is possibly a problem here.

Mr. QUIE. How many community colleges do you have?

Dr. WALL. We have the technical institute operating here on the Lexington campus.

Mr. QUIE. The 12, are they all under the supervision of the university?

Dr. WALL. Each university has a community college as part of their total program. This was brought out a few moments ago.

Mr. QUIE. They fill a role as a community college?

Dr. ROWLETT. We serve as a community college for our region.

Mr. QUIE. Those two groups not only have what you traditionally know as community colleges, in a State, but you really have the clout of the State college system, and the clout of the State university behind it as well.

Dr. WALL. Yes. This would be a true statement.

Mr. QUIE. It looks to me like you should not have any trouble in Kentucky as compared to, for instance, my own State where you have one community college board, which is dealing with the university, and dealing with the State college.

Dr. WALL. Our board of trustees serves our system the same as the State board in other states for their community colleges.

Mr. QUIE. Do you agree with Dr. Wall, Dr. Rowlett?

Dr. ROWLETT. Yes, I do.

Mr. QUIE. I guess you train guidance and counseling personnel?

Dr. ROWLETT. Yes, we do.

Mr. QUIE. Let me ask you. Why isn't there greater awareness within the training institutions which then graduate individuals who are sensitive to vocational needs and career needs of students, rather than the old criticism that we hear of the counselors, that all they can do is tell the students where they can go to college?

Dr. ROWLETT. We think that we have made progress in this area, Congressman Quie. Congressman Perkins was pointing out the amount of funds available for exemplary programs that came about through the 1968 amendments.

We applied for, or competed for, and received a 3-year grant for such a project in Pikeville. We have a tremendous involvement between the university staff and the local school system, and students involved in preparing to be guidance counselors.

We are just completing a similar project here in Fayette County, which will close out on June 30. Through this project, and through our own efforts, we believe that our counselor trainees are getting some experience that they were not getting 4, 5, or 6 years ago.

I am not suggesting to you that we are on top of it because we are not. But I think that we are making much better program activities for these people. I believe that they are beginning to understand what the world of work is about, and how educational programs, to some extent, must be related to that world.

Mr. QUIE. When we see a specific need to write Federal legislation, and you have seen a lot of it over the years, do you find it best if we provide money for that area, and leave as much flexibility for you to write the program yourself, or if we provide the details in the legislation, right down to exactly how the administrator in the Federal office is going to tell you how to do your business?

Dr. ROWLETT. I would like to have the breadth rather than the specificity. I think that this was one of the fundamental changes that occurred in the 1963 act, and the 1968 amendments. Institutions were given more elbowroom. They were given more opportunities to develop programs, and to revise programs that related to demonstrable needs rather than to the highly specific categories that were spelled out in theact prior to 1963.

Mr. QUIE. Do you think that we can go a step further along the line that we did in 1963, and in 1968, and give more flexibility to the Vocational Education Act?

Dr. ROWLETT. I would hope so.

I would point out that with regard to the input of colleges and universities in the development of the State plan, I have not been involved in recent years with the State plan, but I can recall a few years ago, because of a particular position that I held at the university, that I worked over a period of 1 year with Dr. Lamar and his staff as a kind of representative in the development of the State plan. We had very direct input in the development of that particular plan.

Our problem in Kentucky is not one of a lack of understanding of the role of various kinds of institutions, postsecondary or otherwise. I think that Dr. Lamar understands the kinds of needs that we see at the regional university, and within the community college system. There is no disagreement on that.

We understand what he is seeking to accomplish. But the problem is a matter of dollars.

Chairman PERKINS. If the gentleman from Minnesota will yield to me.

Mr. QUIE. I will yield to the gentleman.

Chairman PERKINS. The gentleman from Minnesota, if you understood him, was really asking you if you were in favor of consolidating more programs, such as curriculum development, work study, cooperative education, exemplary programs, research, and programs of that kind.

Do you feel that you would be in a better position to make a judgment than you are now, with the programs spelled categorically? This is really what he is asking.

Did I interpret your question correctly?

Mr. QUIE. Right.

Dr. ROWLETT. You have heard the question posed before?

Chairman PERKINS. I have never heard him phrase it that way before, but I know what he means.

Dr. ROWLETT. My tentative answer is that I would prefer these combinations, but I would like to study the issue before making a commitment on it. It would appear to provide flexibility in educational programs, and we need this.

Mr. QUIE. To me it seems kind of stupid to have a separate program for curriculum development, for innovation, for research.

Dr. ROWLETT. It kind of runs counter to——

Mr. QUIE. May I ask one last question on a particular program, because you have mentioned the amount of money you get. I can understand the amount of money that goes to secondary schools for consumer homemaking. But I would like to know what the community college's involvement is?

Dr. WALL. What we are doing is some adult and continuing education. We are offering consumer economics to the young housewives, and so on.

Mr. QUIE. So it is really a continuing education program?

Dr. WALL. Yes.

Mr. QUIE. You get about $55,000, if I remember correctly. What percentage of that goes to the community colleges as a total?

Dr. WALL. This is what the community colleges are getting out of the total.

Mr. QUIE. What is the total in part F?

Dr. WALL. I don't know what the total is under part F.

Mr. QUIE. You mentioned the 1 percent under part B.

Dr. WALL. In 1973, it was 4.5 percent.

Mr. QUIE. Do you see the need, as far as your programs are concerned in community colleges, to have this one separate from the others?

Dr. WALL. I really don't. We operate many types of adult continuing education for the women.

Mr. QUIE. Thank you very much.

Chairman PERKINS. Congressman Lehman, any questions?

Mr. LEHMAN. How about the fees for these people who are going to these vocational education courses in your junior colleges; how much does it cost them?

Dr. WALL. If they are carrying a full load, 12 hours or more, it is $92 a semester for enrollment fees.

Mr. LEHMAN. I have talked to some of the college students, and sometimes these fees are subsidized by the companies that they work for to upgrade their skills, such as Southern Bell, and Florida Power & Light.

Dr. **Wall.** We do have companies that provide scholorships for members of the families of their employees; yes.

Mr. **Lehman.** I was wondering if any of the coal companies are doing that?

Dr. **Wall.** In order to help these three programs get started, they have made contributions by providing personnel, as it has been indicated here this morning, in teaching certain sections and certain parts of the courses.

The Madisonville program has been a very outstanding program. We have gotten a lot of national attention. We have vocational funds for cooperative education programs there, where the students spend a portion of their time in the mines, working in the mines; part of the time in the classroom. They have been very supportive of us in that program.

If it had not been for the help of the mining industry, we would not have gotten these three programs off the ground.

Mr. **Lehman.** Thank you.

Chairman **Perkins.** Mr. Blouin, any questions?

Mr. **Blouin.** Mr. Chairman, I have one.

Dr. Rowlett, you mention in your statement, initially, what a good placement program you have. What is the percentage of placement?

Dr. **Rowlett.** We graduated 110 nurses this past year with associate degrees. With the exception of those who might be on maternity leave as far as I know, we have 100-percent activity here in terms of placement.

We do not see a single soft spot in our placement record from any of the associate degree programs. There are more opportunities for the individuals to work in the number of individuals being graduated.

Mr. **Blouin.** Does that hold true for you also?

Dr. **Wall.** In the social services area, we have had a little soft spot there.

Dr. **Rowlett.** We do not run that kind of a program.

Mr. **Blouin.** Do you have an adjustment process built-in whereby if you are not placing the students, you back away from that program?

Dr. **Rowlett.** Yes.

Dr. **Wall.** Yes.

We are probably doing the best job without nursing program and our health people each year not only as to where they are, but what they are doing, and some evaluation of the educational program that they received before they went on the job.

Mr. **Blouin.** What is the overall percentage of the entire vocational education program placement followup?

Dr. **Wall.** We are placing 90 to 95 percent of the students.

Mr. **Blouin.** Is that high of a percentile consistent from year to year?

Dr. **Wall.** We are trying to stay viable in the different programs. Once we have met the needs, we back away. For example, we started a program this fall so unique that we have had a terrible time getting it accredited. We have a dental program initiated at Ashland, and the proposal is to graduate probably three classes, and then we will move it.

We cannot afford to buy the equipment to establish that kind of a program on a permanent basis. So we designed a laboratory that we can move into, basically, a standard classroom, and operate the program. Then, once we fill the need at Ashland, we can pick it up and move it somewhere else. Once we fill the need there, we pick it up and move it to another location. Ten to 15 years from now we will get back from where we started, and we will go around again. We are trying to stay very viable in that.

Mr. BLOUIN. Thank you.

Dr. WALL. We have a half-dozen programs that we will eliminate this year, where we think that we have met the needs, or the need was not as great as we thought at the time that we began it.

I would emphasize again that we do involve the local people in the community in planning and determining the needs for program planning.

Dr. ROWLETT. Let me take the placement one more step, if I may.

As part of our followup, we examine where the student came from, what county, and then we look at the county, or location within the State or out of State where the student has chosen to locate and to work.

The chairman is aware of our activities in Pike County in an attempt to meet a very, very critical shortage of registered nurses. It would not do us very much good to recruit 40 or 50 students out of Pike County and prepare them as nurses, unless we could see a substantial percentage of these graduates going back into the Pike County area.

So, we push placement, even the baseline information that the individual get a job in an occupation related to training. We are looking at the origin of the students, and then where the student goes to work.

Mr. BLOUIN. Thank you.

Chairman PERKINS. Let me compliment you, gentlemen, for your testimony here this morning.

I am aware of another training program that has been very successful, the police training program.

Dr. Wall, have you set up programs such as you have described and worked with the local communities in practically all of your junior colleges throughout the State?

Dr. WALL. We have some of those programs, as I indicated early there are 44 different programs somewhere in the State, and they will vary, of course, from college to college, depending on the enrollment of that college and the need.

I think that we have a minimum of 4 programs at the smaller institutions ranging on up into 23 at the Lexington Technical Institute, and a like number in the other programs. So the number would vary between that.

Chairman PERKINS. It was suggested by Mr. Evans that we need to strengthen the Mining Engineer College at the State University, which has been an outstanding school, and make it more outstanding than ever.

I am not in a position to know, but would you think that we need to do more in that direction?

I think you will agree with me that more needs to be done in that direction than is being done presently because of the lack of coal research, which has put us way behind in many ways.

People think of coal as being a dirty piece of fuel that causes pollution and is dangerous to burn. The new generation of people don't know all that there is to know about coal.

A coal fire is just as safe to sit by as a hickory wood fire. Don't you think that we should be doing more in the area of coal research in the State and the community colleges?

Do you feel, after you take on the added job of more research and more specialized engineering in the area of mines, that the training should be done in the vocational schools out there in the counties where the mines are located?

Dr. **Wall.** That is where our technical programs are, in Hazard, Madisonville, and western Kentucky. Just yesterday I had a call relative to Prestonsburg. We have kind of stayed away from Prestonsburg because of the Pikeville program being just next door.

I support you. The technical training needs to be done in the community where the jobs are insofar as it is possible to do, and this is what we are attempting to do. That is why we have hit on those three locations to initiate the program, Madisonville, southeast Cumberland, and Hazard, and we have stayed away from Prestonburg.

Chairman **Perkins.** Have you ever sat down with the Governor of Kentucky and the head of the manpower division to discuss the situation? Have you ever been invited to sit in and get together with them?

Dr. **Wall.** Dr. Lamar and I talk about the needs and so on, the programs. The big problem we have, he understands our needs, and we understand his needs, because I have worked in vocational education myself for 10 years before moving to the university, so I have that background. Basically, our problem has been one of needing more dollars so that the two programs could expand and supplement each other.

Chairman **Perkins.** Have the communities tried to help solve these problems?

Dr. **Wall.** Each new program that we have generated, we have had industry people sit down and discuss the programs with what the need for it is, what specific things do you want these people to be able to do once they have been through these programs, what are the job opportunities, et cetera.

Some of our colleges will have as many as 200 business and industry people serving on one type of a lay committee or another, working with them on these technical programs. That is a common pattern.

Chairman **Perkins.** Let me make one assertion. We had two bills pending before the House Committee on Rules in the late fall of 1961. Sam Rayburn was a sick man at that time, but he did not know that he was actually as sick as he was. Arthur Goldberg, who was a Supreme Court Justice was there. He was the Secretary of Labor at that time.

We had the Job Corps bill pending. He looked around at me and said: "Carl, you can have one, but not both of these bills. Which is the most important?" I told him, by far it was the manpower bill that was more important the Job Corps bill.

We did not get the legislation actually enacted until 1962. Then, I brought it to the Undersecretary of Labor and the Undersecretary of HEW, and tried to stress a lot of the need for what I have been talking about today.

So, our funds now are limited and the different areas of the State are fighting over this money. It has to go into those areas where it can be more efficiently utilized.

Unless we do these things we are not going to train these miners. I think that it is also going to take the cooperation of you: Dr. Wall, the community college system, and the other regional universities, Dr. Rowlett and Dr. Doran, and all the area schools, plus the people in Frankfort, plus the manpower people, all working over these plans.

In 1962, we worked up the manpower programs, some for the disadvantaged, some for mechanics, and some for welding. The whole program has just continued in that direction ever since. I think that it is time to do some real drastic revision. All you have to do is just go up and stand on the street where you have a lot of unemployment among the youngsters. They talk to you about it, and wonder what we can do about it.

I don't know what I can do about it. I have tried to do something about it. I have tried to enact laws in Washington, but I cannot carry out these laws except through the local people, the people in Frankfort, and the people in Washington who administer the laws.

I think that through better cooperation in this one area we will see Eastern Kentucky revive and become more prosperous. The tax base for this great State will also increase.

I have stressed this so much this morning. I have had this on my mind for so long. Even on the Ohio side, where trains are making 25 or 30 hard miles an hour, those tracks have just been allow to go to the devil, even though we are transporting very little more coal than we were transporting during World War II. Still, they are making money transporting that coal.

It is the same way on the C. & O., where the trains are going at 30 miles an hour.

This is a good piece of legislation. We have talked about it so long, and I hope that we can improve it. The program quality is good—and I am not taking about the university programs as much as I am the area programs—and the placement record is good. But I think that we have to do much better planning than we have been doing if we are going to get this job done.

I can remember when everybody came to eastern Kentucky to get jobs. We will be headed in that direction again if we do this type of planning that I have been talking about this morning. Youngsters will be again coming in that direction.

Let me thank you for your contribution. You have been most helpful to the committee. You have been most generous to us. We are just trying to do a better job. We hope to mark this legislation up in the near future, and we are trying to get as much agreement as possible. Sometimes it is hard to get agreement from the organizations in Washington, but we are going to manage some way to give you a good bill. Then, it will be up to you people to administer it.

We will recess for about 25 minutes, and we are going to have some lunch.

[Whereupon, at 2:35 p.m., the subcommittee recessed, to reconvene at 1 p.m., the same day.]

AFTER RECESS

[The committee reconvened at 1 p.m., Hon. Carl D. Perkins, chairman of the committee, presiding.]

Chairman PERKINS. The committee will be in order.

Our next witness is Virgil Osborne, executive director, eastern Kentucky concentrated employment program.

Virgil, we are pleased to have you here. We want you to tell us if you are having good cooperation, or are having trouble in getting together to improve the training so there will be the maximum number of jobs at the minimum cost. That is really what we are looking for and what we would like to hear you address at this time.

Go ahead.

STATEMENT OF VIRGIL OSBORNE, EXECUTIVE DIRECTOR, EASTERN KENTUCKY CONCENTRATED EMPLOYMENT PROGRAM

Mr. OSBORNE. Mr. Chairman and members of the committee, my name is Virgil Osborne. I am the executive director of the eastern Kentucky concentrated employment program, which is one of the five prime sponsorships in the State of Kentucky, authorized under the Comprehensive Employment and Training Act.

I might say, as a followup to what the Congressman has just said, that my remarks, while directed primarily toward my relationship, and my agency's relationship to vocational education and the problems and concerns we have, they will generally be reflective of the problems and concerns of other prime sponsors in the State of Kentucky.

My agency serves 22 eastern Kentucky counties, having a population of approximately 405,000 and an area of about 10,000 square miles.

We have been serving the training and employment needs of this area since May of 1968. To meet these needs, we have utilized the services and facilities of other local State and Federal agencies. One of these agencies is the Kentucky Bureau for Vocational Education.

The relationship between the eastern Kentucky rural concentrated employment program and the Kentucky Bureau for Vocational Education has been generally cooperative. While in the beginning, 7 years ago, each agency protected its own rights and responsibilities, both have since made the necessary adjustments which have today provided for the development and implementation of a wide range of effective training programs for our CETA participants.

During these past 7 years, eastern Kentucky's vocational education centers have been considered by the eastern Kentucky rural concentrated employment program as the logical, and in fact have been primary suppliers of classroom training.

This consideration resulted from not only our concern to help alleviate a long-standing problem, duplication and overlapping of costs and services, but simply because they should have the built-in experience and expertise to radily develop programs to meet the requests of prime sponsors and the needs of clients and the community.

After all, they had been in the business in our area, and throughout the State for many years.

Further, our agency feels there must be a close relationship between manpower and education and if either is to successfully fulfill their obligations to the public.

The variety and number of classes have grown from a small sampling to a large representative assortment of classes offered by the centers in our area. This indicates improvement in the relationship between our manpower agency and vocational education.

However, this relationship has not always been an easy one. Our early relations and efforts were affected a good deal, in my opinion, by several factors including the following:

(1) fear or resentment, usually on the local level, of a new manpower program with responsibility and authority to initiate training programs; (2) an attitude or philosophy developed with the advent of Manpower Development and Training Act programs; (3) resistance to changes, especially in areas of course outlines, content, length, initiating innovative programs; and (4) the internal redtape difficulties in teacher certifications and hiring policies, as well as project equipment and supplies acquisition procedures.

Things are changing and for the better. We still have a way to go to have the blissful, fertile relationships between CETA prime sponsors and vocational education that will make the total effort appear to be one effort.

In my area, giant strides have been made to unify this effort. The Comprehensive Employment and Training Act, with its authorities and mandates, has certainly strengthened this unity process. However, I would like to believe that the basic reason for the improvement is that both partners have seen the error of their ways; and that neither knows all, and neither was getting the best for their buck.

Further evidence of these changes is the following statement made by one representative of the Kentucky Bureau of Vocational Education:

> We had, and still have, a lot of unlearning to accomplish. A main reason we are in this business now is to work with prime sponsors in fulfilling their requests as presented, and when we don't or won't, then prime sponsors should raise hell.

In the eastern Kentucky rural CEP area, planning and coordination between manpower and vocational education is a reality. This cooperation has already made a difference in both the quantity and quality of our programs. Such activities as joint orientation for instructors and clients, the development and use of practical operations and procedures manuals for staff and clients, and the agreement to revise old curriculum, policies, and procedures to better serve clients and community needs, are new and exciting accomplishments compared to 7 years ago and, from the standpoint of repetition of services, saving money and better service to clients could lead to the most complete system of manpower-educational services in this region.

The realization of this "complete" system, and to a large degree the future of our relationship of serving together in a joint effort to meet the needs of the people we serve, depends on how will vocational education meets the following challenges:

One: The elimination of the crippling internal "redtape." Vocational education cannot compete with industry as far as salaries are concerned, and therefore is not able to attract topnotch personnel for instructors in many instances.

Two: State personnel requirements hinder the coordination of starting dates for classes. Students are ready, but no teacher. Requirements for purchases of supplies and equipment often leave us in the same boat. We have teachers and students but no supplies or equipment.

Three: Vocational education must continue to provide for the training needs as they are identified on the local level by the prime sponsors. Often the planning and implementation periods are limited. Therefore, both parties must be flexible enough to move in any direction. Vocational education has made an effort in the past to be more responsive, and it is our hope that this will continue to improve.

Four: The quality of programs must continue to improve also. A closer tie with local industry must be a part of the goals of vocational education in developing new programs. New programs should be designed around the cluster concept, enabling every person an opportunity to achieve a goal of being job-ready in at least one of the secondary objectives, if he cannot reach his total objective.

Five: Competency-based education should be implemented as soon as possible. This could enable vocational education to identify those competencies that industry has recognized as requirements for entry level employment in each trade area. In the past few years, good progress has been developed toward this goal.

Six: Vocational education, as I see it, has to continue the "unlearning process," which was developed under the Manpower Development and Training Act. CETA is not the same. It is a new law with different ways of doing things. Programs that were operated under MDTA will not necessarily fill the needs now. They should not be continued just because a teacher is available and the facility is there. We must have flexibility in order to meet our needs.

With the continued cooperative attitude that now exists between our agency and vocational education representatives in the area we serve, and additional training facilities, I expect greater improvements in the years to come with the eventual establishment of that complete system of Manpower Services.

In summary, do we need vocational education from our agency's standpoint? Definitely.

I would like to add to this particular testimony the recommendations made by the Kentucky prime sponsors. In the State of Kentucky, the five prime sponsors sort of informally banded together for the purpose of discussing the common interests of CETA in the implementation of programs and better sponsors sort of informally banded together, and established prime sponsors for the purpose of discussing the common interests in CETA implementation of programs and better coordination in trying to get the total job done.

As chairman of that forum, I would like to present to the committee, this recommendation:

Whereas the Federal Government annually provides in excess of $6 billion to fund manpower programs through vocational educational and vocational rehabilitation, Social Security Act, Comprehensive Employment Training Act, and the Wagner-Peyser Act, and whereas each of the programs mentioned above has a separate legislative base; and

Whereas it is agreed by those responsible for the delivery of services under the above that coordination of these human resources programs is essential, and

Whereas new regulations recently proposed by HEW provide the first step in cooperative arrangements following the cooperative mandate of CETA, Kentucky prime sponsors hereby recommend that the House Education and Labor Committee pursue legislation and/or regulation with regard to programs funded through the Departments of Labor and Health, Education, and Welfare, which require coordination beginning with the standardized planning cycle, the common data base, and standardized terminology.

Such action, we feel, would provide a greater variety of programs and it would offer more people services with a greater utilization of facilities at less cost.

Chairman PERKINS. I have one question, concerning the training of miners.

Do you see how you could train miners for jobs in deep mines, working through the vocational schools, in your program?

Mr. OSBORNE. Yes, sir, I think that we can do that. As a matter of fact, since the inception of the program, we have trained in the neighborhood of 250 in that particular category.

At present, we have three classes designed to meet the needs that you have just alluded to in addition to all the associated types of training that would be needed in the minefield.

Chairman PERKINS. Do you have any problems? We are trying to give you the flexibility. If we put any more burdens on HEW and the Department of Labor, you are going to get one regulation on top of another regulation, and this will get you bogged down.

But do you see where you could sit down with the State manpower people, with your employment office, your labor office, your State vocational leaders and coordinate better?

You may not get a dime more money than you are presently getting, which I would hate to see come about. But still I am looking at this thing realistically, knowing just how the Congress is constituted.

Keeping that in mind, you can sit down with Squire Feltner, the union leaders, the coal operators, all the manpower people, and the unemployment officers, and say: "We have to get the maximum number of jobs for *x* dollars."

Mr. **Osborne**. I see that as being a reality, Congressman. We are now developing a planning council base with representatives from all those groups. Our primary concern is involvement with that planning council, and not just representation as somebody alluded to here before.

A key factor, of course, is the dollars. There is a whole lot more willingness to coordinate and cooperate if everybody feels that their funds are not jeopardized by having to do something else.

Even with the understanding that no more dollars may be available, I think the realization is here now that it has to be done the way you are talking about. We have involved private industry in assisting us in our program, actually taking the men underground.

We are involved now with large companies. The redtape restrictions that I alluded to in the testimony, maybe on a State basis, sometimes prevents the actual experience that you alluded to earlier.

Chairman **Perkins**. I hate to see the State-based regulations interfere with——

Mr. **Osborne**. It sometimes interferes with the latitude of the vocational school itself.

Chairman **Perkins**. I would hate to say that we are going to preempt the State, but we are going to do it. We are not going to let the lack of cooperation and a few regulations hamstring programs that should be ongoing and should be on the board right away.

Mr. **Osborne**. We feel the same way, and we have been alluding to maybe having some duplication. But we are only in establishing this when we cannot get our needs met by those that are in the business in the area and should be doing it.

I think that we are making great progress in our area, Congressman. I believe that we will be able to resolve those kinds of differences.

Chairman **Perkins**. That is what I want to see done.

When I get on the street, and all these people come up and talk to me, I know that we have a long way to go. I just feel that way, but with limited funds I have been reluctant to do anything about it. We are having such a difficult time in expanding because of limited funds.

With this in mind, I think that we are going to have to put our shoulder to the wheel, plough a little deeper, and sit down at the table to try to get more jobs for less money.

Mr. **Osborne**. That really is the intent of the prime sponsor.

Chairman **Perkins**. Mr. Quie.

Mr. **Quie**. Thank you, Mr. Chairman.

I noted in your testimony that all of the fault was not on one side through the years. I think that you have laid out the way that you feel about the problems in vocational education. I think that it would be interesting for them to lay out their problems.

I gather from this that you have tried, in the eastern companies subprogram, to deal with and to use the vocational education institutional training programs. As you have pointed out here, they were in business beforehand.

This is not the case in a lot of the country, where they kind of gave up on each other, and went off in the other direction. To me there is too much going on separate from vocational education, and those programs could have been geared to meet the needs. What we did in the legislation was to set 5 percent aside for that purpose, which has not been very effective in my own mind.

How do you look at that, and how do you think we ought to change the legislation so that wherever possible we would use the vocational education institutional training programs, and bring the sensitivity on both sides? Change it also so that it would meet the needs of the people in the manpower business?

Mr. OSBORNE. I feel that the legislative directive for cooperation interfacing has been a major responsible item for getting the type of understanding that we have in our area, which is not in other places.

I foresee that having to come, especially when you have meetings of this nature, and you are talking to both sides. Why don't you sit down and understand, why don't you utilize what is there better, because there may not be enough dollars to provide everybody with going their own way?

I think that what is in there already is good. I think that the 5 percent in our area is being utilized for the intent that was indicated. I would not want to see a change in the 5 percent, whereby that money went directly to vocational education, but rather have it pass through the Governor, as it is now, through the prime sponsor for cooperative efforts with vocational education.

In my opinion, that further enhances the need to sit down and work out the programs together.

Mr. QUIE. I wish that it could work that well in other areas.

Chairman PERKINS. Mr. Lehman.

Mr. LEHMAN. Thank you, Mr. Chairman.

The only question I have, among the five prime sponsors, I notice that yours is the Kentucky Rural Concentrated Employment, Inc. Is that a nonprofit group?

Mr. OSBORNE. That is right.

Mr. LEHMAN. Are the other four nonprofit groups?

Mr. OSBORNE. The balance is, state, local consortium, and units of government.

Mr. LEHMAN. Which works the best?

Mr. OSBORNE. Ours works the best. Our arrangement works the best.

Mr. LEHMAN. You are not affiliated with the big body?

Mr. OSBORNE. With the restrictions that are built into that, the safeguards, we don't have those.

Mr. LEHMAN. You have more flexibility?

Mr. OSBORNE. Right.

Chairman PERKINS. Mr. Hall.

Mr. HALL. Thank you, Mr. Chairman.

You indicated in your testimony that it is very difficult for vocational education to compete with industry in regard to salary and some other things. It would seem to me that the industry could greatly benefit, if they had the willingness to share personnel, or expertise with you in these areas.

As I mentioned earlier this morning to the Governor, I am sure there are a lot of people out there over 65 years of age who have a great deal of knowledge and know-how. If you could do something at the State level about certification, this could help solve a lot of your problems.

I wonder if you have had any people who have indicated a willingness or has industry been willing to sit down with you and say: "Here, we are willing to share on a part-time basis."

Mr. OSBORNE. We have had both instances. Industry has participated in the cost sharing of the instructors. We have more the situation whereby we have semi-retired or disabled, or fully retired instructors. This is not always the best arrangement either.

Mr. HALL. I hope that we can do something at the Federal level to encourage this.

Mr. OSBORNE. We are a strong advocate of what was indicated by the Chairman this morning in relation to certifying people based on what they can do, and not whether or not they have a degree.

Mr. HALL. Einstein could not come into one of our classrooms, if he were alive, and teach a physics class, because he was not certified. We are certainly going to come to grips with that.

I have no further question, Mr. Chairman.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. No questions.

Chairman PERKINS. Thank you, Virgil. You know how to get along with people. You are going to have some leaders who have the guts to get back there and put this thing together.

Mr. OSBORNE. Thank you very much.

Chairman PERKINS. Our next panel consists of James T. Dotson, superintendent of Pike County schools; and Charles Wright, supervisor, vocational education, Pike County schools.

Without objection, your prepared statement will be entered in the record. Mr. Dotson and Mr. Wright.

[Prepared statement of James T. Dotson and Charles Wright follows:]

PREPARED STATEMENT OF JAMES T. DOTSON AND CHARLES WRIGHT

The people of Pike County are very thankful for the new area vocational center at Phelps, Kentucky which will be completed and ready for classes for 1976-77 school year. This center was made possible by the 80-20% matching funds. The center will serve 180 students and will offer Mining Mechanics for the first time.

Vocational education programs are offered in Pike County's nine (9) high schools and two (2) Vocational Extension Centers located at Belfry and Millard High Schools. The two schools are now serving 360 students in six training fields. The trades offered are attached to the report. With expansion of our centers, we could serve many more of our 4,241 students enrolled in grades 9-12. The third extension school will be opened at Phelps High School for the 1976-77 school year. Mining Mechanics will be offered in this center. The center will serve 180 students in five fields as attached to this report.

The nine high schools in Pike County are serving 2,200 students in vocational classes. Various programs offered in the Pike County schools are:

1. Office and Business—8 schools (Program Curriculum attached).
2. Disadvantaged Program—9 schools.
3. Agriculture Program—1 school (2 teachers).
4. Distributive Education—2 schools.
5. Home Economics—9 schools.
6. Special Vocational Education—4 schools.
7. Senior Orientation—4 schools (1 teacher).
8. Aides Program—Disadvantaged—8 schools (12 aides).
9. Speech Therapist—9 schools (1 teacher serving).
10. Work Study Program—9 schools.
11. Adult Education—Vocational Business—6 schools (13 classes approved) List attached.

Pike County has 939 students scheduled to finish high school this year. Pike County also sends about 15% of the 939 to college or a total of 141 students will go to college. The largest percentage of the students, 85% or 798 students, will go into the field of work, or will learn a trade.

The vocational education needs of an area may require innovative approaches to satisfy the needs. Planning committees should therefore not confine their thinking to the conventional programs, services and activities to meet such needs. The committees may need to explore the possibilities of offering new courses and modifying the existing ones instead of expanding the "traditional" programs.

RECOMMENDATIONS FOR PIKE COUNTY VOCATIONAL EDUCATION PROGRAM

1. Allow for a flexible curriculum that can be geared to the changing times.

2. Career education projects for Grades K–12:

(a) Projects for self-development of individuals and the task facing them before they move into the world of our work force. Provide funds to be used to develop sequential career management tasks, in the students primary years, intermediate years, junior high years, senior high years and post secondary years.

(b) Provide funds for curriculum materials.
(c) Work study combination funded.
(d) Program geared to dropouts.

3. Expansion of programs we offer in our Vocational Schools at Millard and Belfry.

(a) Consider some of the following:
(1) Upholstery Classes.
(2) Heating—plumbing.
(3) Food Management
(4) Mining—Mechanics
(5) Masonary Classes
(6) Hospital Care—Nurse Aide Program
(7) Expansion of Auto Mechanics Classes
(8) Small Appliance—repair

4. Vocational Classes for 7th and 8th grades:

7th grade	1418
8th grade	1337
Total	2755

(1) Home Economics
(2) Vocational Centers (be allowed to enroll)
(3) Career Education Classes

5. Agriculture—Increase 2 units (Virgie—Phelps)

6. Funds for up-dating curriculum materials and to develop curriculum related to the employment needs of the community and beyond. We do not want to prepare todays Vocational students for jobs in yesterdays world. Let's not short-circuit our students learning.

BELFRY VOCATIONAL SCHOOL DISTRIBUTION LIST, 1976-77

[Belfry (78%) 140 students, Johns Creek (22%) 40 students for a total of 180 students]

School	Electricity	Auto mechanics	Drafting	Welding	Machine shop	Total
Morning session:						
Belfry	18	18	18	18	18	18
Evening session:						
Belfry	10	10	10	10	10	50
Johns Creek	8	8	8	8	8	40
Total	18	18	18	18	18	90

Note.—Students now attending and passing will have priority over the others. 3 units of credit can be given in the schools sending their students to the morning session, providing they get 3 h of classroom work. Schools sending students in the afternoon should not give more than 2½ units, excepting Belfry and Millard.

MILLARD VOCATIONAL SCHOOL DISTRIBUTION LIST BY SCHOOLS FOR ENROLLMENT, 1976-77

School	Percent	Auto mechanics	Carpentry	Drafting	Electricity	Total
Morning session:						
Elkhorn City	47	17	8	8	9	42
Millard	53	19	10	10	9	48
Total	100	36	18	18	18	90
Evening session:						
Mullins	21	7	4	4	4	19
Pikeville	26	9	4	5	5	23
Dorton	14	7	2	2	2	13
Virgie	39	13	8	7	7	35
Total	100	36	18	18	18	90

Note.—Students now attending and passing will have priority over the others. 3 units of credit can be given in the schools sending their students to the morning session, providing they get 3 h of classroom work. Schools sending students in the afternoon should not give more than 2½ units, excepting Belfry and Millard.

PHELPS VOCATIONAL SCHOOL DISTRIBUTION LIST BY SCHOOLS FOR ENROLLMENT, 1976-77

School	Percent	Industrial mechanics	Welding	Electricity	Carpentry	Drafting	Total
Morning session:							
Feds Creek	25	9	9	9	9	9	45
Phelps	28	9	9	9	9	9	45
Total	18	18	18	18	18	18	90
Evening session:							
Johns Creek	9	9	9	9	9	9	45
Phelps		9	9	9	9	9	45
Total		18	18	18	18	18	90

Note.—Students now attending and passing will have priority over the others. 3 units of credit can be given in the schools sending their students to the morning session, providing they get 3 h of classroom work. Schools sending students in the afternoon should not give more than 2½ units, excepting Belfry and Millard.

ADULT CLASSES FUNDED

School districts that have funds budgeted for adult classes are listed below with the high school, project number, program identification, teacher's last name and title of adult class that is funded.

PIKE COUNTY

High school	Project number	Program identification	Teacher	Title of class
Belfry	L44310	DE	Anderson	Problems of distribution.
Johns Creek	L44163	AG	McDowell	Vegetable gardens and forestry management.
			Patrick	Ornamental horticulture.
Elkhorn City	L44258	BO	Hackney	Typing I.
			Stiltner	Accounting I.
			Rowe	Shorthand I.
Feds Creek	L44269	BO	Bartley	Typing I and bookkeeping I.
Johns Creek	L44269	BO	Smith	Bookkeeping I.
			McKinney	Typing I.
			[illegible]	Typing II and shorthand I.
Millard	L44269	BO	Hankins	Typing I.
			Hackney	Bookkeeping I.
Mullins	L44269	BO	Akers	Typing I and bookkeeping.
Virgie	L44269	BO	Osborne	Accounting I and II.
			Tackett	Typing I and II.
			Johnson	Shorthand I and II.
Belfry	L44591	HE	Phillips	Clothing for children.
			Copley	Creative foods.
Dorton	L44591	HE	Mullins	Clothing and keeping fit.

GUIDELINES FOR VOCATIONAL BUSINESS

1. A school shall have at least three business teachers. Two of these must be vocationally certified and approved by the Vocational Department in Frankfort. The third teacher must have at least a major in Vocational Business or General Business Courses. The vocationally certified teachers will have a distribution of the various vocational subjects between them. This would enable the school to offer two complete curriculums in addition to the non-vocational subjects and would allow each teacher to teach in the area where he or she is the strongest.

2. Where a vocational business teacher has a teaching schedule requiring more than three different preparations, the teaching load shall not exceed four class periods. Each vocational teacher shall be given at least one planning period a day.

To receive a full vocational unit, teachers should have no more than three (3) preparations and should be provided one (1) planning period.

If a teacher has four (4) preparations, he should have two (2) planning periods.

Teachers may have five (5) classes per day, but the number of different preparations affect reimbursement as listed above.

GENERAL CLERICAL

Course	Credit (unit)	Required	Elective	Grade(s)
Prevocational:				
Typing I	1	×	×	10
Introduction to business	1			9 or 10
Vocational:				
Typing II	1	×		11 or 12
Accounting I	1	×		11
Business communication	½	×		12
Office machines	½	×		11 or 12
Business mathematics	1		×	11 or 12
Accounting II	1		×	12
Cooperative office practice	2½		×	12

Note.—A minimum of 1,080 hs will be completed by each student—of which at least 720 hs will be vocational.

STENOGRAPHIC—SECRETARIAL

Course	Credit (unit)	Required	Elective	Grade(s)
Prevocational:				
Typing I	1	X		10
Introduction to business	1		X	9 or 10
Vocational:				
Shorthand I	1	X		11
Shorthand II	½	X		12
Business communications	½	X		12
Secretarial office practice	1	X		12
Office machines	½		X	12
Business organization and management	½		X	12
Cooperative office practice	2½		X	12

Note.—A minimum of 1,080 hrs will be completed by each student—of which at least 720 hrs will be vocational.

ACCOUNTING—JUNIOR MANAGEMENT

Course	Credit (unit)	Required	Elective	Grade(s)
Prevocational:				
Typing I	1	X		10
Introduction to business	1		X	9 or 10
Vocational:				
Accounting I	1	X		11
Accounting II	1	X		12
Office machines	½	X		12
Business communications	½		X	12
Business economics	½		X	12
Business law	½		X	11 or 12
Business organization and management	½	X		12
Business mathematics	½		X	11 or 12
Cooperative office practice	2½		X	12

Note.—A minimum of 1,080 hrs will be completed by each student—of which at least 720 hrs will be vocational.

STATEMENT OF JAMES DOTSON, SUPERINTENDENT, PIKE COUNTY SCHOOLS

Mr. Dotson. It is a privilege to appear before the Subcommittee on Elementary, Secondary, and Vocational Education this afternoon. I feel that it is a privilege to talk to this group because we are highly interested in vocation education, and we feel that it plays an important role in solving the problems of our society and in eastern Kentucky particularly.

I will make a short statement, and then Mr. Wright, who is with me, will go over some of the vocational education training that we have in our schools, and some of our recommendations, and some of the things that we would like to see happen in the Pike County schools.

As many of you know, this is the largest county in the State of Kentucky. It is the third largest system in the State of Kentucky in the elementary and secondary education. About 15 percent of our children go to college after finishing high school. The other 85 percent are ill prepared to enter the national job market and be a contributing member to our society, in a skilled, or semiskilled position.

Our society is highly advanced and technical. Without training in basic skills of carpentry, electricity, plumbing, masonry, health careers, and many other fields, our young people are left without the necessary skills to perform in society because of a lack of training that our vocational schools could provide.

There is a serious shortage of skilled and semiskilled persons in the areas previously mentioned. This is all due to the lack of funds at the local level.

Every student by the end of his high school could be immediately available to enter the national job market, if he were given the necessary skills through vocational and technical education in our high schools, and immediately make a great contribution to the increase in our gross national product of this Nation.

With this introductory statement, I would like to let Mr. Wright present his statement. He will testify before you about our vocational education in the Pike County school system.

Chairman **Perkins**. Go ahead, Mr. Wright.

STATEMENT OF CHARLES WRIGHT, SUPERVISOR, VOCATIONAL EDUCATION, PIKE COUNTY SCHOOLS

Mr. **Wright**. Chairman Perkins, the first thing that I would like to do is to thank you because I am sure that you had something to do with this new vocational school that we will have in Phelps next year, which came from the 80–20 percent funding.

We appreciate the way you have taken care of our people in Pike County. We want to let you know that we appreciate you for all the things that you have done for us over the years.

We represent elementary and secondary education. This morning it seemed to be all from the doctor standpoint, high level college, and all of that, where you had to have a degree in order to be able to work.

We want to think of it in terms of K through 12, and maybe especially 7 through 12. As Mr. Dotson said, 15 percent of our students in Pike County go to college, and those are the ones that Dr. Doran and Dr. Rowlett were talking about this morning.

We are talking about the other 85 percent who have to live as well as those. The ones they were talking about this morning, they were talking from the side of the supervisory positions. They would be in supervisory positions. The statement was made that it would take 1,000 of those people to replace the people who would retire in the labor field in the next year.

Therefore, in those districts, it means that it will take 8,000 to replace the ones that are to retire, who actually do the work. You don't get much honey from the hive without the drones. You have to have some workers there to produce anything.

We are talking about that we need to look at this 85 percent, and we will gain some of the 15 percent that will drop out when they get into college. That 15 percent will never finish. We will have at least 4 percent to add on to our 85 percent.

They have to work. They have families. They have to take care of their families as well. We would like to get something in our program in Pike County starting in the third grade, as far down as that, and start training them toward what they are looking for when they get out of the high schools, and what they are going to have to face in this situation.

Thus, a situation called a "cluster" curriculum, the sort of thing where they would learn as they go along from grade 3 through 12, and becoming more complicated as to what they need to know. By that time, we think that we may be able to keep some of them in school, that would not become dropouts. We think that then we would be able to have them thinking for themselves as to what they would like to get into, to spend their time from somewhere around 20 to 30 years, until age 65, which is the time they spend earning a living. Then, of course, it may be a little easier.

There are booklets put out in Frankfort that fit everybody in all of our 20 counties. In other words, they have in that book what we can teach in our curriculum, and what we cannot teach in our curriculum, and it is not flexible. In other words, that is it.

Chairman PERKINS. That little booklet should be vetoed in every community where you have a vocational school, because they cannot make the judgment in Frankfort how you work out your programs.

They can send people into the community and see what needs to be done. See where the jobs are, and train them for those jobs. This is why we enacted the Vocational Education Act of 1963.

Mr. WRIGHT. This is why we do not have any of those fence builders that you were talking about. We have gone by the little book. We have not been able to look at the community needs, and revise the book, and check with our people, such as you told Virgil, to have a talk with them as to what kind of people they need to employ, what they are looking for. We have the people, if we can train them.

Chairman PERKINS. It will tell you what to do. We will come down here and hold some oversight hearings, and see where the fault lies. There is really no need to dally around and throw money away, and not do any good in the community. The committees are getting tired of that all over the country.

Mr. WRIGHT. In our new vocational school, we are going to start, for the first time, I am not sure that we can call it mining technology, but it is going to deal with mines. We are going to have to go by the pink book again.

We know enough people to bring in the machines, because I am a firm believer that you don't learn very much if you don't work with it, take it apart and put it back together.

It appears that the colleges are sending everybody in a supervisory capacity, and everybody cannot be a supervisor. We have to have some workers.

So, we want to send some up in those supervisory programs, but they will not have to wait a year before they will know what a bolt machine looks like. We can get those things.

Then we will need some help, some way or other. I would like to see us be able, over a year's time, to train more than 18 people. We are limited to 13.

Chairman PERKINS. I stopped in your county, on Big Creek, just about 1 year ago, and there was the operator with about 50 of his miners that he was trying to train, and there was a safetyman there lecturing these youngsters.

There is no reason in the world why those youngsters should not have been right there in a vocational school, learning how to operate those machines. We are not doing our job, when we don't do that.

I hope that you will go back, you the people in charge of this system, and get with Virgil Osborne, go to your employment officers, go to your manpower office there. Then call in your industrial people, your miners, and call Frankfort. Tell them: "We are going to revitalize our employment program here in this vocational school. We are going to set up a program so that when they get out of school, everyone is going to have a job."

There is room for a program like that.

Mr. Dotson. This will be done just as soon as the building is completed at Phelps. We will have all of this equipment in the new building.

Chairman Perkins. I think that you are going to have to get people up there comparable to George Evans to bring some of that modern equipment in that shop for repair. He is going to have to send experts there. You will have to get instructors that you do not presently have. You can have people with or without degrees, but they will be people who will have to be certified.

You agree with that, don't you, Al.

Mr. Quie. But it is up to the State. They have to work it out with the State.

Chairman Perkins. I said that they would have to work it out with the State.

Mr. Quie. Did I understand correctly that Mr. Osborne could not get through the kind of program that was necessary? He was not able to get the programs that were necessary because of the pink book?

Mr. Dotson. They have agreed that we can teach this kind of class in our schools. We call it industrial maintenance, but it will be mine equipment that we will be teaching them to repair in the Phelps Vocational School. We hope to get them in the other schools as fast as we can.

It is very expensive to get these shops equipped to teach this.

Chairman Perkins. I think that it is going to take a lot of meetings with your State people, the manpower people, industrial people, and the labor people, all of you involved, to take care of this problem and put this thing together.

Mr. Dotson. The coal companies have agreed to help us secure these machines from the companies who furnish them with their machines. I think that it will work out.

Mr. Quie. On the certification, do you need the same certification for the postsecondary area schools as you do for the secondary?

Mr. Dotson. I don't believe that they will hold us to that.

Mr. Wright. The guidelines say that they are to have a high school certificate, and 2,000 hours of work experience. This is a little more than we have to have in secondary schools.

Some programs, maybe, you do not have to have the 2,000 hours of work experience.

Mr. DOTSON. You don't need the baccalaureate degree in the secondary schools, do you?

Mr. WRIGHT. No.

Mr. QUIE. Then, you should not have any problem.

Mr. DOTSON. I don't think so.

As Congressman Perkins said, we need a joint effort for this type of training.

Mr. QUIE. I think that it ought to be done in your vocational school. It would be stupid to set up a different kind of program.

Mr. DOTSON. Not only in this field are we interested in looking at our curriculum for vocational education, but we have already tried it with our guidance counselors, and people in vocational education, regardless of what particular phase it is, to see what we actually need to teach. We needed to teach some things 2 years ago, and maybe next year we will need to teach something completely different.

There will always have to be meeting with the State people. We will have to meet with them, and see if we cannot add some courses in our curriculum that would better meet the needs of our people and try to have the school serve the people.

Mr. WRIGHT. I would like to mention a few of the things that we offer in vocational edication. The thing that we have been talking about has been one of our innovative programs that we are working on, and will be working on.

We offer office and business courses in eight schools.

We have 3,200 children out of 4,241 who are taking part in some kind of vocational education program in Pike County.

We have disadvantaged programs in nine schools.

We have an agricultural program at the Jones Creek School with two teachers. We could well use two more in Pike County, because Jones Creek is not the only place in the county that needs to know about farming.

Distributive education, we have two units in Pike County. We have children who are going out on a cooperative program to places of business and spending a half day. We have some of them who are working with the mining companies, going out there for a half day of on-the-job training.

We have home economics in nine schools in Pike County.

Special vocational education is being offered in four schools. This is a program where we have the teachers working with a group of children who are potential dropouts. These are the children that we are looking at, and are trying to keep them. We try to find out what their interests may be. We try to get them to stay in school until such time as they can some kind of training.

This teacher usually works with four classes a day, and two classes are used for home visitation. The teacher works with the parents to try to keep those children in school.

We have what we call senior orientation programs. This is for students who do not intend to go to college, but are going into a field of work. We work with them from the standpoint of how to go for an interview; how to fill out an application; what to look for when they go out to seek a job; what is available in the community.

We make a survey of what is available in the community, that type of program.

We have an aides program that we are thankful for in the vocational education, which helps the teacher take care of a lot of paperwork. This gives the teacher the opportunity to give the students much more individual attention, much more than the teacher could give on his own.

We have speech therapists in the county. We do know, from surveys that have been made in the high schools, that we have approximately 240 students that have speech defects, and we only have one person allotted to us to take care of 240 students in 9 schools. We could well use a couple more.

We do have three speech therapists that we use in the MR's and TMR's in elementary schools, but we are not able to take them and use them in the high schools because of the guidelines.

We have a work study program in the Pike County high schools, and this is different from NYC.

We have adult classes that we offer for students that are out of school as part of an extension course in the high school.

This year, we will have 939 seniors in the Pike County schools. We predict that 141 of those will go to college, which leaves a balance of 798 who will come up in some other fields. This is the reason that we are saying that we need to look at some other programs besides college for them.

Vocational education needs of an area may require innovative approaches to satisfy the needs. Planning committees should, therefore, not confine their thinking to the conventional program services and activities to meet such needs.

The committees may need to explore the possibilities of offering new courses, and modifying existing ones, instead of expanding the traditional ones.

We have some recommendations down here:

1. Allow for a flexible curriculum that can be geared to the changing times.

2. Career education projects for grades K through 12.

(a) Projects for self-development of individuals and the task facing them before they move into the world of our work force. Provide funds to be used to develop sequential career management tasks, in the students' primary years, intermediate years, junior high school years, senior high school years, and postsecondary years.

(b) Provide funds for curriculum materials that meet today's needs.

(c) Work study combination programs, we could use some more of those. Actually send the students out for training on the job.

(d) We could use more programs geared for drop-outs because we are afraid that some of those 798 will be dropouts after they finish high school. They are not going to be able to have any quality, to get them a job. They need to learn a trade.

3. We need expansion of programs we offer in our vocational schools at Millard and Belfry. We have offered the same curriculum for a number of years, and it may be the wrong curriculum. We need to look at this. We may not need electricity. It could be that

we may need two classes in automobile mechanics rather than one. We may need one classs in drafting, and perhaps three in automotive mechanics. We need to look at that.

The same thing at the new school. We need to take a look at what we are going to offer the students. Does it fit the needs of Pike County for employment now?

Chairman PERKINS. Let me say to you, in conclusion, that both of you gentlemen have been very helpful to the committee. Mr. Wright and Mr. Dotson, we appreciate your coming down here.

I just wish that we had the money to fulfill every wish that you have outlined before the committee.

With reference to the vocational programs at your school at Millard and maybe the one at Belfry, I am not saying that the programs that you presently have are not needed. Perhaps every one of them is needed, and perhaps you need more mechanics.

At the same time, if you could fit in a program to train young miners, it would be a great accomplishment in my judgment. You could do it with follow through and cooperation. You know with whom to cooperate. It has to be done at the local level. Programs cannot be worked up anywhere else. It is up to you people to do a real good job.

I want to commend you for coming here today. You have a long way to drive. When you get back, say hello to your friends for me.

Our next witness is Billy R. Howard, director of the Kentucky Advisory Council for Vocational Education and Manpower Development and Training.

Go ahead.

STATEMENT OF BILLY R. HOWARD, EXECUTIVE DIRECTOR, KENTUCKY ADVISORY COUNSEL FOR VOCATIONAL EDUCATION AND MANPOWER DEVELOPMENT AND TRAINING

Mr. HOWARD. Mr. Chairman, my name is Billy R. Howard, and I am the executive director of the Kentucky Advisory Council for Vocational Education. I am honored to be able to appear before you on this committee today. On behalf of the Council, I extend its best wishes to you.

In the past 2 years, the State Advisory Council for Vocational Education has reviewed numerous pieces of proposed Federal legislation on vocational education. We have reviewed and commented on the bills proposed by the American Vocational Association, the U.S. Office of Education, the American Association of Community and Junior Colleges, the American Personnel and Guidance Association, and most recently the bill introduced by Senator Pell, S. 2657.

Many good features can be found in these pieces of legislation, and many good suggestions have been made, which in the mind of sponsors, will improve vocational education. However, in retrospect, the Kentucky Council is of the opinion that the best course of action is to extend the 1968 Vocational Education Amendments with very few changes.

We are convinced that the 1963 Vocational Education Act, as amended in 1968, is a very complete and solid piece of legislation, which recognizes the important role vocational education plays in the American economic and education system.

In my opinion, the real strength of the legislation lies in its provisions to serve the general as well as the unique needs of the people. Its specific language assures that attention will be given to certain identified needs such as those of the disadvantaged and the handicapped.

Its impact on vocational education has been tremendous in Kentucky, and it has helped place vocational education in a new perspective in the minds of the public. It has helped to stimulate greater public interest in, and support for vocational education in all sections of the State.

This can be substantiated best by simply tracing the development of vocational education in our State over the past 10 years.

Therefore, it is our considered opinion that the 1968 vocational education legislation has proved its merit, and that to extend it with very few changes is well justified at this time.

It contains the language necessary to provide for the implementation of any vocational education activity required to satisfy the needs of both people and the economy.

I know of no other segment within our educational system that has been more closely scrutinized, from both within and without, than has the vocational education segment. It has received accolades and criticism from the Federal level clear through to the local level.

The growth it has experienced over the past 10 years has been phenomenal. It has generated a wave of interest and, I might add, public support, which is most encouraging in this age of relevancy and accountability.

The demands placed on vocational education programs and services have been much too great for our State leadership to satisfy in view of the financial constraints. To say that vocational education has come of age and is now generally recognized as a viable component of our education system is academic at this point.

However, vocational education has its work cut out for it. The challenges that lie ahead in vocational education's quest to assist in satisfying the manpower needs of this State and Nation are too numerous to mention. But I would like to discuss several areas which our council feels are critical with respect to offering sound, relevant and accountable vocational education:

One: There must be systematic and coordinated planning. The planning must reach into the grassroots level and involve the community and the employers who look to it for training and manpower.

Two: There must be an on-going needs assessment program which will provide reliable and timely information relevant to the needs of people and the economy.

Three: It must be flexible in both practice and philosophy, and be constantly ready to shift toward new demands placed upon it by our ever-changing economy and the demands for new and upgraded manpower.

Four: Finally, it must have the courage and foresight to go to the individuals and companies who provide the jobs and seek their advice and counsel on the direction vocational education should be taking. I seriously doubt that we have reached the degree of excellence in any of these areas that we are capable of reaching.

Vocational education, perhaps more than any other type of education program, requires close cooperation with the community and with employers. It prepares youths and adults to enter the labor force and supplies the means for upgrading their skills.

Therefore, it must be evaluated and reevaluated constantly by persons engaged in the various occupational fields in order to be certain that its instruction and program offerings are in tune with the time.

Vocational education should be a cooperative and coordinated venture with the user. It must be sensitive to the demands of the economy and of the public.

One of the most perplexing problems that I have observed facing vocational education today is the matter of timing. How can vocational education offer the right programs, at the right time, at the right place, to the right people?

I certainly do not have the answer to this problem, and the only place I know to go and get it is to the people. The need for planning to satisfy immediate manpower demands has never been stronger.

We experience economic booms in certain sections of the State or Country, and the demand for vocational manpower overwhelms those engaged in manpower training. Vocational education is caught in a bind wherein it must provide the trained manpower that will satisfy the demands brought on by the sudden spurt. Yet that same spurt drains vocational education of its competent teachers who are able to find employment in an industry that is able to offer more attractive salaries.

Vocational education is given no leadtime to prepare for the demands of the booms. Its strict and limited budget fails to provide for the increased demands. The absence of an effective needs assessment program makes it difficult for vocational education to cope with unanticipated demands. The quality of programs, thus, is bound to suffer.

Yet, despite those obstacles, we cannot overlook the fact that one of the basic elements of an effective vocational education program is the potential to anticipate and to match vocational training with current and future manpower demands.

The State advisory council for vocational education believes that this can best be achieved through a strong line of communication between vocational education and those individuals and companies who provide jobs.

One of the most basic of all community resources is its people and the advantages of enlisting groups of respected lay and professional citizens into advisory committees are being recognized.

Utilizing their talents in the improvement of vocational education is becoming an established practice. There is strong evidence in Kentucky today that vocational education is looking to the communities for guidance and direction in the shaping of vocational education.

With an already functioning State advisory council for vocational education and 14 regional advisory committees for vocational education, and the appointment and activation of the craft committees on a routine basis, Kentucky is on the threshold of developing one of the finest advisory committee systems in the United States.

The foundation has been laid and a lot of hard work has gone into developing the framework which will provide vocational educators with the tools they must have to produce effective and relevant programs.

I doubt that any other State advisory council in this country has had a stronger interest in and has given more attention to fostering citizen involvement in vocational education than has the Kentucky council.

We see this coming about through organized, functioning advisory committees at the local, regional and State levels. We envision these three levels of advisory committees developing into an advisory committee system which would provide for local—administrative unit and craft—committees and regional—multicounty—committees to systematically have inputs into the work of the State advisory council.

We see, with proper organization and support, local committees advising regional committees, regional committees advising the State council, and the State council thus being in a very fortunate position of having inputs from the grassroots level before it attempts to advise the State board of education.

Since 1971, we have been fortunate to have 14 regional advisory committees in Kentucky. The vocational education regions parallel very closely the State's area development districts. The total membership on these committees is approximately 300.

The State board of education appoints the members, and the members represent basically the same categories found on the State advisory council. The State board has defined the roles and functions of the committees. In addition to regional committees, we have many programs, but not nearly enough, which have organized craft committees.

We see real value in meaningful involvement of local citizens in vocational education. We see them playing valuable roles in planning and evaluation, in helping to identify and rank program priorities, in needs assessment, in community relations and in helping give a sense of direction to vocational education in its constant struggle to keep its programs relevant.

We feel so strongly that citizen involvement is a necessary component of vocational education programs that the Kentucky Advisory Council now gives a $1,000 grant to each regional advisory committee to support the planning, evaluation and reporting responsibilities as well as general activities of the committees.

In order to receive this grant, each committee agrees to provide the State advisory council with an annual report which expresses the committee's concerns, interests, observations and recommendations. Each committee also agrees to hold one regional public meeting for the purpose of gathering citizen views on vocational education.

We receive plans of work developed by the committee showing how they use the grant in fulfilling their responsibilities. Most of the plans are excellent, showing that considerable time was spent on planning for the use of the funds. In all cases, the plans are sound.

Seminars are planned, conferences are scheduled, and meetings are being set up all across the State by regional advisory committees to bring people together who can give direction to vocational education in conducting present programs and in planning for future ones.

In my opinion, the quality of vocational education must keep pace with the quantity of vocational education, and this can best be achieved through meaningful involvement of advisory committees in the evaluation and planning processes.

I view local and regional advisory committees as the basic links between people and programs, and as a reliable and essential resource to the State advisory council. Their contributions in the State advisory council's continous need to know about the vocational education needs at the local level and the effectiveness of existing programs cannot be overemphasized.

State advisory council have been given the responsibility to evaluate vocational programs, services and activities, and they have assumed these responsibilities. The real heart of any vocational program is the relationship between pupil and teacher, and what takes place in the classroom, laboratory, or shop. I believe that the people best equipped to evaluate the effectiveness of any local program are those nearest to it, the local people.

In its annual report for fiscal year 1975, the State advisory council commended the regional advisory committees for their accomplishments in public relations, evaluation, improved communication, improved curricula, and general efforts toward improving the quality of vocational education in their respective regions.

In addition, the council relied heavily upon annual reports produced by each region, and many of the concerns and recommendations expressed by the regional groups were included in the council's recommendations.

The 14 regions submitted a total of 95 recommendations and suggestions. This is indicative of the high level of interest and involvement maintained by these groups and demonstrates the value of the regional committees in providing first-hand knowlege. Some of the recommendations submitted included:

One: More money is needed for (a) construction of new facilities or expansion of existing ones; (b) expanding, supplying, and equipping current programs; (c) addition of night programs to gain greater utilization of present facilities; (d) upgrading salaries for teachers and vocational education personnel; (e) upgrading facilities to meet Occupational Safety and Health Act standards; and (f) offsetting the erosion factor of inflation.

Two: Establish better communication between vocational and general education.

Three: Enable a student in a 4-year program to obtain both a vocational and a high school diploma.

Four: Assist in securing needed social services for the disadvantaged and the handicapped.

Five: Recruit local industry for part-time teachers.

Six: Place more emphasis on related subject matter.

Seven: Obtain a greater involvement in vocational education by the business and industrial communities.

The jobs of State advisory council are much too big for them to handle alone. They must have proper support and involvement of people at the local level. Not only is this type of involvement educationally sound, it is the proper thing to do.

As you know, Mr. Chairman, it is a long way between Pikeville and Paducah, and a lot of vocational education activity is taking place in between. We feel most comfortable and confident in working with regional advisory committees across the State, and turn to them to keep us apprised of the total vocational education picture of their region.

It is my personal feeling that any new Federal vocational education legislation should strongly encourage the establishment and utilization of an organized system of vocational education advisory committees with a communications system leading to the State advisory council. Perhaps more incentive should be offered to encourage the development of such a system.

In conclusion, Mr. Chairman, we firmly believe that the 1968 vocational education amendments should serve as the foundation for any vocational education legislation that may be passed by the Congress.

Any changes made should certainly be toward strengthening an already sound piece of legislation and adding to the momentum in vocational education which it has generated. Provisions to require a stronger needs assessment program, more functional and relevant short-term and long-range planning, more leadtime to cope with the ever-changing economy and isolated economic booms, more attention to the problems experienced by our youth in their career decisions, and advanced and adequate financial resources to satisfy the immediate and long-range manpower demands are some of the areas in which improvements can be made.

Mr. Chairman and members of this committee, I appreciate the invitation to appear before you today and represent the council on a subject as important as vocational education. We congratulate the committee and its chairman for the attention they have given to strengthening and improving vocational education across this Nation. We remain indebted to you for your services.

Chairman PERKINS. Turn to page 5, the second paragraph there, and part of the third paragraph. Would you tell us your basis for that?

Mr. HOWARD. You are making reference to the annual report. We base our convictions on the reluctance to make changes at the local level in programs and course offerings in view of the tremendous changes that have taken place in recent years with respect to the economy and job opportunities, plus new and emerging occupations.

The vast majority of vocational schools opened in Kentucky since 1965 have had no changes in their course offerings. The same courses are offered year after year, and the only consideration given to the changes constantly taking place in new and emerging occupations, and in the job opportunities, is to work toward keeping the existing curricula up to date.

The lack of a followup and needs assessment program has contributed immeasurably to the situation that exists today. Studies have been undertaken in the past and the results clearly show that vocational education is not in tune with the times in many areas of instruction.

We produce an oversupply in some areas, and a undersupply in some others. For example, the HEW Conference Board report on the implications of changes in occupational characteristics for planning educational programs, dated July 1975, points out that we continue to prepare people for jobs who can only expect a meager salary at the end in the field in which they were trained.

This study and other information available continue to assure us that the job market is changing, and we have not adjusted for the change in our training efforts to any appreciable degree.

Vocational advisory committees and private citizens, and industry continue to emphasize the need for vocational education to be more flexible and to adjust the programs to meet the needs for skilled manpower.

We continue to work under the assumption that local vocational education plans reflect the vocational needs. In our opinion there needs to be more evidence of their being relevant to the available job opportunities.

Chairman **Perkins**. Let me ask you. The theme that runs through your testimony, you base that criticism on your own study?

Mr. **Howard**. This particular study was conducted by HEW Conference Board. It was presented at a meeting in Frankfort on July 31, 1975. We did not conduct this study. I refer to the study, and the findings in that study.

Chairman **Perkins**. You have not, like the executive director of the State advisory council, gone out and checked to see whether these conditions were still existing, or whether there had been changes made in some of those vocational schools?

Mr. **Howard**. Not on this short notice.

Chairman **Perkins**. Were you able to get the list of schools from the Secretary's office that they had referred to in connection with this criticism?

Mr. **Howard**. They pointed to general findings rather than specific findings. By that I mean that there was no particular reference made to any particular vocational school, saying: "Here is something that needs to be done." The study was of a general nature.

Chairman **Perkins**. I cast reflections on the study, unless they can give some specific examples. That is what worries me a little about it. I know that in some schools it is going on. I think that we both know that.

I am just wondering whether that document is justified for the whole vocational education program. It may be just a very limited number of schools. What would be your opinion along that line?

Mr. **Howard.** I think the statement that was made previously on vocational programs, they have shown their reluctance to change at the local level. This can be documented anywhere you look in Kentucky.

If we set up programs 5 years ago, or 8 years ago, like the gentleman ahead of me said, perhaps we need to go back, and look and see if we need two programs in auto mechanics, or if we need other programs.

Chairman **Perkins.** From your experience, training, and education in this area, do you know whether these programs have been properly evaluated, and haven't been changed?

Mr. **Howard.** The main thrust has been inhouse type of evaluation activities, where vocational teachers would evaluate the vocational programs.

What we need to get things going, is to get the communities, get the employers, get the people who provide the jobs involved in the evaluation. We need to get these people involved in the evaluation process, to get these people involved in what are the needs, what jobs are available, what can vocational education do to train these people for the jobs that they are going to be providing.

We need to get them involved in setting up the curriculum, and in evaluating the programs.

Chairman **Perkins.** Are you telling the committee that this is not presently being done in Kentucky?

Mr. **Howard.** We are working on getting it done. The State advisory council, at the present time, is working toward setting up an advisory committee system as I explained in my prepared statement.

We are hoping that the advisory committees at the local level will be working with the vocational education teachers across the State, who in turn will be working with one of our 14 regional advisory committees, who in turn will be working with the State advisory council.

We are working toward that system, and if this works, we hope that we will have the kind of evaluation activity that our programs need, and should have.

Chairman **Perkins.** I would like to see that come about at the earliest possible time.

Mr. **Howard.** We would like to get this program on the road by midyear.

Chairman **Perkins.** Have you sat down about this situation with the Governor?

Mr. **Howard.** No, not specifically.

Chairman **Perkins.** Mr. Quie.

Mr. **Quie.** You have been in operation since the 1968 Act was passed. Why is it taking this long to do the evaluation of the program?

Mr. **Howard.** It took us 2 or 3 years to find out that we could do it ourselves. Our charge, as you know, is to evaluate vocational education programs, services and activities. But when you start traveling across the State of Kentucky, trying to evaluate the programs, we found that we could not do that.

Then, we turned to regional advisory committees. We recommended that the State board appoint regional committees, which they did. We have 14 regional committees in the system. The regional committees are holding meetings across the State, and getting them involved in looking at programs. All they submit to us is an annual report, which gives us some feed-in from the regional committee level as to what they see vocational education is, the total picture.

Chairman **PERKINS.** Do you get the job placement records?

Mr. HOWARD. Very little of that.

Chairman **PERKINS.** Do you intend to go into that, in your regional committee setup, to make sure that you get the placement records. They are a very crucial component of any sound evaluation.

Mr. QUIE. Who appoints you?

Mr. HOWARD. The council itself appoints me.

Mr. QUIE. Who appoints the State council?

Mr. HOWARD. The Governor.

Mr. QUIE. But the State council appoints the regional committees?

Mr. HOWARD. The State council appoints the regional committees.

Mr. QUIE. How do you appoint the members?

Mr. HOWARD. At one time the State board was concerned about the composition of council was being dominated by educators. Not more than 3 or 4 months ago, the State board asked us, the State council, to look at the composition and make recommendations to them, which we have done.

Our recommendations require, if they are implemented, that no less than 51 percent of the composition of a regional committee will come from business, industry, and labor, and other select groups of individuals who represent certain categories more specifically allied to the economy.

Chairman **PERKINS.** Do you have any inclination as to whether—

Mr. QUIE. When you set up a proposal for a regional council, why didn't you get the responsibility to appoint them yourself?

Mr. HOWARD. The only reason that I can give is that the State council felt that it was more of an administrative matter, which belonged in the hands of the State board of education.

Mr. QUIE. We heard from Mr. Osborne, and Mr. Osborne stated a criticism that he had of vocational education, and the county people sort of blamed it on the State.

From what view do you look at this whole thing?

Mr. HOWARD. We keep talking about money. Money has to be a problem. It is kind of hard to put your problems on one level of management and say that it belongs here. I think that it is across the board.

I think that it should start out at the local level. The people at the local level know what their needs are. These needs should be expressed to the regional committees that we have in our State, and they should filter into the State department of education.

The local planning needs to be stronger. It needs greater involvement. It needs more exposure to the industrial community, to the people who provide the jobs. Consequently, if you come out of the district with a plan that has involved a number of people who ought to be involved in it, I think that it would go a long way toward solving the problems that we have argued here this morning, or today.

I think that it is natural for a person in vocational education to want to keep this program going, because he feels comfortable with it. That is really what we are trying to bring about, the change as the situation changes, to meet the needs.

But to run schools for the benefit of the professionals rather than the students is a tendency, and it is a human tendency. We tend to do that in every other walk of life, everybody.

Mr. QUIE. I like your idea of the regional committees getting input from people outside of the professional educators in devising these new programs.

Mr. HOWARD. You hear time and time again, educators talk to educators. Educators evaluate their programs, and there has been a reluctance, I can see this reluctance breaking down in our State, but traditionally there has been a reluctance to bring anyone outside of the education field into your shop, to look at it, and tell you what you can do to make it better. There is a natural fear of that kind of thing.

Mr. QUIE. Do you agree with the signoff authority of the State council before the State plan is submitted to Washington?

Mr. HOWARD. We signoff now. We signoff to show that we have been consulted in the preparation.

Mr. QUIE. When I say "signoff," they could not send it in, unless you had an agreement. If you don't like some part of it, you say that you don't agree with it. They have to make that change before they can send it in.

Mr. HOWARD. I doubt that I do. When we do that, I think that the advisory council is losing something that it was established for.

If we start to manage the plan, and start to inject our management into the plan, then we become managers. We no longer are advisors. It would also put us in a very awkward position at the end of each year, when we have to evaluate that plan.

We would be put in the same spot that other people have been put in the past, of having to evaluate our own work.

I don't know if this answers your question, but if you are asking me: "Should the State advisory council have a management role in the State plan," I would say, no.

[Material submitted for the record follows:]

COMMONWEALTH OF KENTUCKY

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION AND MANPOWER DEVELOPMENT AND TRAINING

FRANKFORT 40601

ANNUAL EVALUATION REPORT

December 1, 1975

**STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
AND MANPOWER DEVELOPMENT AND TRAINING**
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Billy R. Howard
Executive Director

December 1, 1975

Mr. Samuel Alexander, Secretary
Kentucky State Board of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Dear Mr. Alexander:

Transmitted herewith is the annual report of the State Advisory Council for Vocational Education and Manpower Development and Training. We request that the report be presented to the State Board of Education for review and comment, and that it be transmitted to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education.

The Council enjoyed working with the State Board of Education, the Department of Education, and the Bureau of Vocational Education during the past year. We trust our efforts and activities have been of value to all concerned with vocational education and that the comments and recommendations found in the report will serve a useful purpose.

Respectfully yours,

C. Edward Brandon, Jr.

C. Edward Brandon, Jr.
Chairman

cc: Members of the State Advisory Council

COMMONWEALTH OF KENTUCKY
STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
AND MANPOWER DEVELOPMENT AND TRAINING

FRANKFORT 40601

ANNUAL EVALUATION REPORT

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TABLE OF CONTENTS

Page

Establishment and Major Duties of the Council i

Council Membership ii

Introduction 1

Commendations 2

Summary 4

Recommendations 8

Goals, Objectives, and Priorities 13

Effectiveness with Which People and Their Needs Are Served 14

Regional Advisory Committees 17

Response to Council Recommendations 20

Appendix 24

ESTABLISHMENT AND MAJOR DUTIES OF THE COUNCIL

Provision for the creation of the State Advisory Council for Vocational Education and Manpower Development and Training was made through the 1968 Vocational Education Amendments (P.L. 90-576). The Governor of the Commonwealth of Kentucky established the Council by Executive Order 69-169, February 28, 1969.

The Council is composed of twenty-one (21) members, appointed by the Governor. The major duties of the Council, as charged by law and by executive order of the Governor, are to advise the State Board of Education on the development of and policy matters arising in the administration of the State Plan for Vocational Education; to evaluate vocational education programs, services and activities, and to prepare and submit an annual evaluation report through the State Board of Education to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education.

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INTRODUCTION

In the Council's annual evaluation report for fiscal year 1974, the growth of vocational education in Kentucky was traced through the past 10 years. As we pointed out in the report, the growth was tremendous and vocational education has taken on a new meaning. During the past decade, prime attention was given to the construction of vocational facilities, securing machinery and equipment for training purposes, and finding competent staff and teachers for the thousands of new training stations that were built. A concerted effort was made to provide Kentuckians with the vocational education programs, services and activities that had so suddenly come into demand.

With the tremendous construction period behind us, we believe the next decade should be devoted to the improvement of the quality of vocational education. This report will address the major areas that we believe need most attention in order to bring about an even higher quality of vocational education which Kentucky is capable of producing.

We appreciate the outstanding cooperation we have received from organizations and individuals with whom we have worked throughout the year. In particular, we wish to thank the State Board of Education, the Superintendent of Public Instruction, the Assistant Superintendent for Vocational Education, his staff, vocational personnel at the regional level, area chambers of commerce and regional advisory committees.

COMMENDATIONS

We believe the leadership in vocational education at all levels is genuinely concerned about the vocational education needs of people and is doing a commendable job in working toward meeting these needs.

Activities undertaken during the past year clearly point in this direction, and we would like to make reference to a few of the many accomplishments which we believe deserve special commendation:

1. Growth in Program Offerings, Enrollment and Training Stations – Kentucky continues to make significant growth in serving more people and in taking vocational programs closer to the people.
2. Pilot Projects in Vocational Education Planning – A regional planning project which, hopefully, will serve as a model in vocational education planning is well underway in Ashland. A similar project will begin in FY-76 in Somerset.
3. Pilot Project in Placement and Follow-up – Region IV (Bowling Green) has initiated a project to develop and implement a comprehensive plan in regional placement and follow-up. It may be worthy of adoption in the other vocational education regions of the state.
4. Cooperative Attitude – We commend vocational educators in the central office and throughout the state for their excellent attitude and able assistance in the studies which have taken place during the past year or are now underway.
5. Financial Aid to Students – Prompt attention was given to satisfying Federal regulations enabling Kentucky to distribute financial aid to eligible recipients.
6. Staff Exchange Project – A tremendous amount of work and planning was evident in this project. The interest and enthusiasm generated and expressed by the participants are extremely noteworthy and deserve special merit. During its first year of operation (September 1974 - September 1975) 83 teachers and administrators were placed for periods of two to four weeks in more than 110 different business and industrial firms. The response by participants, businesses and industry has created statewide interest in the exchange project. Funds are provided in the budget submitted to the General Assembly for continuation of the program for the next two years.

7. Regional Advisory Committees – We commend them for the cooperation they extended to the State Advisory Council in supporting vocational education regional exhibits at the 1975 Kentucky State Fair. In addition we commend them for their accomplishments in public relations, evaluation, improved communication, improved curricula, and general efforts toward improving the quality of vocational education in their respective regions.
8. State Board Accreditation – The planning and self-evaluation of postsecondary vocational programs required to achieve State Board of Education accreditation are indicative of the concerted effort and cooperation among vocational educators at all levels of operation. They are to be commended for their work.

SUMMARY

In vocational education circles across this country, the words relevancy and accountability have received major attention and are the primary focus for discussion and debate. Each is a topic in itself in national, state and local meetings, in high seats of government and among the general public. In view of the priorities given to relevancy and accountability by the management of vocational education programs, services and activities, planning and evaluation have taken on a new significance in vocational education, and are foremost in the minds of progressive vocational educators in their quest to provide efficient, high-quality programs in tune with the needs of the people and the economy.

The need for relevancy and accountability has never been more pressing in Kentucky than in the past two years. The high rate of unemployment has brought about demands to train and re-train a significant portion of the labor force; the rising costs of operation due to inflation and program growth have brought on budget problems and have acutely affected the delivery of both on-going and planned programs, services and activities. The energy crisis has left its mark, and will certainly be felt even more noticeably in the future. "Belt-tightening" has become the sacred word among Kentucky vocational education administrators at all levels of operation -- state, regional and local.

In order for vocational education to be accountable for the decisions that are made which determine the direction it takes, and to assure that vocational education programs are relevant to the expectations and needs of business, industry, and the people who need and receive the services, closer communication with communities will be required, and even greater involvement of them in the planning and evaluation of the entire vocational education program. The State Advisory Council for Vocational Education has seen some significant progress in this direction during the past four years; however, there are some obvious gaps that need to be closed.

Quality vocational education programs are dependent upon reliable, valid and timely information relevant to the needs of people and to the needs of the economy. In order to assure the tax-paying public that it is receiving a dollar in value for a dollar spent, vocational education must be able to stand on firm footing with respect to the decisions it is forced to make. It must be able to show evidence and produce documentation which will attest to the soundness of its decisions. Supporting documentation can only be secured through a sound and reliable management information system which embraces and encourages reliable and valid information and data contributions from the local and regional levels.

For too long Kentucky has operated its vocational education programs, particularly at the secondary level, on the assumption that local vocational education plans accurately reflect local vocational education needs. In many instances, local plans may well reflect the vocational education needs of the students and in an accurate manner. In many other instances we are convinced they do not. We base our convictions on the reluctance to make changes at the local level in programs and course offerings in view of the tremendous changes which have taken place in recent years with respect to the economy and job opportunities, plus new and emerging occupations. The vast majority of vocational schools opened in Kentucky since 1965 have had no changes in their course offerings. The same courses are offered year-after-year and the only consideration given to the changes constantly taking place in new and emerging occupations and in the job opportunities is to work toward keeping the existing curricula up to date. The lack of a sound and effective follow-up system and needs assessment program has contributed immeasurably to the situation as it exists today.

Numerous manpower studies have been undertaken in the past and their results clearly show that vocational education is not in tune with the times in many areas of instruction. We produce an over-supply in some areas and an under-supply in others. For example, the H.E.W. Conference Board report on "The Implications of Changes in Occupational Characteristics for Planning in Vocational Education" (July 31, 1975) points out that we continue to prepare people for jobs who can expect only a meager salary when they enter the field for which they were trained. This study and other information available continue to show us that the job market is changing, and we have not adjusted for the change in our job training efforts to any appreciable degree. Vocational education advisory committees, and private citizens in business and industry continue to emphasize the need for vocational education to be more flexible and to adjust its programs to meet the needs for skilled manpower. We continue to work under the assumption that local vocational education plans reflect the vocational needs when, in our opinion, there needs to be more evidence of their being relevant to the available job opportunities.

Relevancy and accountability can only be achieved through designing vocational programs that are in tune with the people's needs, interests and aspirations, and in tune with job opportunities available. We believe the development of a sound, reliable and timely data base at the local level and finding the courage to make decisions based on these data are the only way to achieve these goals.

During the course of the past 12 months, the Council has observed from its work with the public, in public hearings, in working with other agencies, from the reports and recommendations of regional advisory committees, and from its own observations of vocational education programs and operations, that several areas need immediate attention:

1. Improved Communication with the General Public

   During the month of August, 5,166 persons responded to a questionnaire prepared by the Council to poll public opinion at the Kentucky State Fair. Sixty-two percent of those responding indicated that they knew very little about what is offered in vocational schools across the state, and expressed a keen interest in becoming better informed. During the course of the fair, approximately 35,000 brochures describing the courses offered in vocational schools were distributed to those who expressed an interest in them. The public interest in vocational education is genuinely tremendous, and despite the current increase in efforts to inform the public of what is available through vocational education there needs to be more attention paid this matter at the regional and local levels.

2. Greater Use of Vocational Facilities

   Studies have been conducted and others are underway to determine how well vocational schools are being utilized. A study conducted by the Bureau of Vocational Education in 1974, the results of which were disclosed in the Council's 1974 annual report, showed that enrollments in many schools and classrooms actually exceeded their capacities, while in others the utilization, at times, was much lower than the desired level. Utilization studies are currently being conducted jointly by the Appalachian Regional Commission and the Bureau of Vocational Education.

3. More Involvement of Vocational Education Staff, Facilities and Equipment in Manpower Training

   In the spring of 1975, the Council with the assistance of the Kentucky Department of Commerce examined the role of vocational education in economic development and manpower training. We discovered that vocational education lacked finances and was hampered by a lack of flexibility in program operation and management to make its optimum contribution to industrial training that would attract industries to Kentucky and encourage existing industries to expand.

Vocational education has an unlimited potential in helping attract new industries, provided, of course, it has the financial support and flexibility of operation to function properly.

4. Instruction in the Economics of Industry

Hundreds of business and industry representatives have participated in vocational education meetings, conferences and public hearings over the past year. From these meetings continuously emerged a common theme: Vocational education needs to offer, in an organized and systematic way, a course dealing specifically with how jobs, profits, and the economy are all interrelated. Executives from all types of business and industry have urged that this be done.

Requests are also made that more emphasis be given to programs leading to improved work habits and work attitude, how to apply for a job, how to relate to fellow workers, and special attention to conditioning individuals for the change experienced when leaving a classroom and entering a shop or business to earn a living.

5. Greater Use of Community Resources

Community leaders across the state continue to stress the need for vocational education to utilize community resources more effectively. Business and industry leaders are still suggesting that cooperative vocational education programs be strengthened, that teachers spend more time in business and industry settings, that industrial supervisors and journeymen be brought in for visits with vocational education, and that classroom experiences more closely resemble actual working conditions.

6. More Practical Use of Research and Demonstration Funds

We believe the first priority in the use of research and demonstration funds should be to solve problems which have been identified as obstacles in the path of vocational education progress. Any research or demonstration activity or project should hold the potential, if successful, to bring about statewide change or improvement in the accepted practice of operation. There should be more evidence of these factors in the future use of research and demonstration funds.

RECOMMENDATIONS

The Council is aware of the attention given to recommendations made in its previous annual report concerning the need for systematic and coordinated vocational planning and the need to establish a comprehensive and relevant data base for planning purposes. These needs are as great today as they were one year ago, and we see meeting these needs as the critical first step in bringing about more relevant and accountable vocational education in Kentucky. We again urge that these matters receive top priority in fiscal years 1976 and 1977. In view of our evaluation efforts during the past year, we offer the following recommendations:

1. Regional Plans for Vocational Education – We recommend that a public forum be held on both annual and long-range vocational education program plans at the regional level.

RATIONALE:

At the present time the Council is unaware of any organized procedure for public involvement in regional vocational education plans except through the regional advisory committees. Each regional committee holds a public meeting annually which provides the public with opportunities to express views on vocational education; however, there is little evidence that the hearings have yet had an impact on the vocational plan or on the planning process

The present effort underway in the Bureau of Vocational Education to prepare a planning manual for regional purposes is commendable and should prove helpful. However, we believe it is more important that people in a vocational region have an opportunity to review the plan in a public meeting and be allowed to express their views concerning it. It would certainly bring business and industry closer to the planning process. We believe it would be appropriate for regional advisory committees to assume the responsibility for the public meetings.

2. Manpower Training – We recommend the establishment of a new division in the Bureau of Vocational Education with the primary mission of training manpower for new and expanding industries.

RATIONALE:

The proposal to create a new division in the Bureau of Vocational Education to train manpower for new and expanding industries has been placed before the Governor by the

Council. Patterned after the highly successful program now under way in another state, it is designed as a vital selling tool in attracting new industries and encouraging existing industries to expand.

The new division would require flexibility and special consideration in employing and paying teachers and in the procurement of machinery and equipment. It would also require a substantially higher budget than currently is allotted in Kentucky for new and expanding industries. Despite the special consideration and higher budget, we strongly urge establishment of the new division as being vital to the achievement of Kentucky's economic development and in providing new job opportunities for Kentuckians. We believe this would make vocational education a more viable component in education for the world of work.

3. Regional Advisory Committees – We recommend that the present categories of representation on regional advisory committees be re-drawn to assure a greater representation from business, industry and labor.

RATIONALE:

The composition of regional advisory committees for vocational education should include a majority of individuals who can look ahead to new developments in business and industry, are knowledgeable about manpower needs, occupational skills needed, appropriate training equipment and machinery, and curricula relevant to teach the skills desired. In addition, the committee's membership should reflect a cross-section of the general public to assure adequate representation of the general needs of the people in the region.

In our review of the composition of regional advisory committees for FY-75, we discovered that very few women and representatives of minority groups have been appointed to the committees. We urge that this inequity be corrected.

We believe the purpose and mission of regional advisory committees can be more effectively attained when the composition of advisory committees becomes diverse enough to address the employment needs of people and the economy throughout the region it serves.

4. Utilization of Facilities – We recommend working cooperatively with the Bureau of Manpower Services and the Manpower Services Council to provide occupational programs in Area Vocational Education Centers during the summer months.

RATIONALE:

The Council suggests an arrangement whereby Comprehensive Employment Trai[illegible] Act (CETA) funds would be more extensively utilized for vocational programs in Area V[illegible]onal

Education Centers during the 2-3/4 months that high schools are closed for summer vacation. Even greater utilization of vocational education facilities could be achieved if more CETA funds became available for evening programs. Many centers across the state stand empty during the evening hours year-around.

The Council is aware of the fact that, despite increasing demands for new and greater skills on the part of the working force, many evening programs are cancelled through lack of funds. It seems reasonable and logical that use of CETA funds to the extent permitted by regulation would provide a valuable service to the community in that the number of persons receiving vocational training would be dramatically increased.

5. Research and Demonstration Funds – We recommend that the primary use of research and demonstration funds be applied toward solving problems which have been identified and continue to be identified in vocational education.

RATIONALE:

During the past year, the Council reviewed the use of research and demonstration funds for fiscal years 1973 and 1974. It was discovered that 85 percent of the funds were spent on career education projects, 10 percent on curriculum development, and the remaining 5 percent were distributed among projects in planning, teacher education, and dissemination.

The need to utilize research and demonstration funds in areas where problems and obstacles confronting vocational education are known to exist is evident. We believe the first priority in the use of these funds should be to help solve problems and to demonstrate ways and means to remove obstacles that stand in the way of quality programs and their effective and efficient operation. Until recently there was little evidence that research and demonstration funds have had an impact on the statewide programs of vocational education.

We have observed a change in direction and use of research and demonstration funds in the past several months. Activities have been undertaken which have led to more involvement in determining the kinds of research projects needed that will lead to the solution of problems. At the present time projects are underway which will measure the utilization of vocational schools, determine the impact of previous research and demonstration projects, assess the needs of the handicapped and disadvantaged, determine the cost effectiveness of programs for both the handicapped and the disadvantaged, and to study the impact of the practical arts program. Other programs in placement, follow-up, dissemination, and planning are underway which should lead to higher quality programs and to a more effective and efficient operation.

We strongly support the new direction in the use of research and demonstration funds, and urge that even greater emphasis be placed on using them to solve problems during this biennium.

6. In-service Training – We recommend that more emphasis be given in directing in-service training of teachers and staff toward the critical issues in vocational education.

RATIONALE:

In-service education needs to take a fresh look into how it can be more effective in improving the quality of vocational education and how its primary vehicles, meetings and conferences, employed in reaching this objective can be better utilized.

Far too many complaints were registered across the state last year concerning excessive travel to and from meetings and to the excessive number of meetings that were held. The criticisms appear to be valid to the Council.

In-service education plays a vital role in vocational education in Kentucky, and the contributions it can make to both programs and teachers depend upon how well it is planned. We believe that in-service education should provide learning experiences that cut across lines of operation and interest, and it should be directed toward solving relevant and basic issues and problems. Administrators, supervisors and coordinators at all levels of operation have responsibilities to provide in-service training for those who work under them. The responsibility is as great at the local level as it is at the state level, and the main thrust to provide in-service training should be found where the need is greatest. In the interest of time, costs and, most importantly, purpose, decision makers should assure that all in-service meetings, conferences and workshops are well planned and specifically focused on areas where need for improvement is known to exist; that they are efficiently managed and directed toward persons having the greatest need for the training, and that the learning experiences will lead to improving the quality of vocational education.

We strongly urge that these considerations serve as the guide for future in-service activities.

7. Course in Economics of Industry – We recommend that a course designed to teach the economics of industry be introduced in the vocational education curriculum.

RATIONALE:

Too often the student enters the world of work with little or no knowledge of the role he and his job play in the over-all economic picture of the firm for which he works.

Business people and industrialists, making themselves heard at public meetings across the state, and regional advisory committees in their recommendations see a genuine need for an organized, systematic course of instruction in the economics of industry.

It would deal with the relationship and interdependence of the individual's job to his company -- to his company's need to realize a profit -- to the impact of that profit on the economy -- to the effect of the economy on the community in which the individual employee lives. It would also familiarize the future employee with such things as fiscal policies; supply and demand; business and manufacturing systems; free enterprise; the importance of good work habits and attitudes toward both employer and fellow employees; realities of the world of work; job interviews, and a general orientation into how to get and how to keep a job.

The Council agrees with the business and industrial community and with the regional advisory committees, and urges that such a program be devised and implemented.

GOALS, OBJECTIVES, AND PRIORITIES

Data in support of the goals, objectives, and priorities for fiscal year 1975 are stated in the annual and long-range program plan provisions in the State Plan for the Administration of Vocational Education. Identified manpower needs, job opportunities, and the interests and needs of groups to be served provided the base upon which goals, priorities, and objectives are established. Goals and objectives were written by task forces composed of central office staff; priorities follow the mandates of the 1968 vocational education legislation.

All indications in the State Plan point toward consideration for the needs of people at the secondary, postsecondary, and adult levels of instruction. There is evidence that special attention was given to the identification of persons with special needs, and that programs, services and activities were designed to meet the needs of those who could not succeed in regular programs.

The vocational education needs of the state, as shown in the State Plan, were based upon an analysis of the state in terms of general population figures, the number of handicapped and disadvantaged persons, the people living in economically depressed areas including specific areas with high rates of general unemployment and youth unemployment, and areas with high rates of school dropouts.

The 1970 U.S. Census, U.S. Department of Labor data, particularly the Annual Manpower Planning Report for fiscal year 1975, and data from the Kentucky Department of Education served as the primary information bases for the analysis.

Actual vocational education enrollment exceeded the FY-75 projected enrollment by approximately 4,500 (projected 223,303; actual 227,870). The only projected enrollment figure not reached was for Part B handicapped. It was short by 1,868 and reached only 62 percent of the projected figure.

In examining the projected and actual enrollment of teachers in pre-service and in-service programs, large discrepancies were found. Actual enrollment in pre-service programs more than doubled the projected enrollment (262 percent), while enrollment in in-service programs fell short by 16 percent.

Overall, projected enrollments were reasonably good with the exceptions of in-service teacher education and Part B handicapped.

EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED

The difficulty encountered over the years past in measuring the effectiveness of vocational education programs, services and activities has not diminished. There are considerable time, effort and money being expended in Kentucky in an effort to better understand and evaluate how well people's needs are being met. However, the present data gathering system produced little or no additional insight into this extremely important matter during fiscal year 1975. As we have reported in the past, and report again this year, work toward the development and utilization of a comprehensive data system continues. Without sound, current and reliable data in the areas of manpower supply and demand; without a thorough and on-going follow-up information system, and without relevant and respectable assessments of the needs of people on a timely basis, any attempt to evaluate the effectiveness with which people and their needs are being satisfied will remain a hit-and-miss proposition. Progress reports which continue to show the growth in vocational education -- in enrollment, in dollars spent, and in the construction of new and expanding facilities -- are not a sufficient yardstick to measure the degree of program effectiveness.

When the universe of need, as identified in present data used for vocational education and manpower planning purposes, is applied to the vocational education effort there is evidence that the programs are directed toward meeting the needs of people who will benefit most from the program offerings.

Vocational education enrollment in Kentucky continues to grow at all levels of instruction. Total enrollment increased by approximately 34,000 in 1975 over 1974 for a percentage growth of 17.4 (194,123 in FY-74 compared to 227,870 in FY-75). The projected enrollment for fiscal year 1979 has already been exceeded in FY-75.

Vocational education in Kentucky continues to show a better record of serving secondary students than in serving postsecondary students and adults. During the past ten years, secondary enrollment has accounted for approximately 60 percent of the total enrollment. Secondary enrollment accounted for 61 percent of the total for fiscal years 1974 and 1975. Postsecondary enrollment has never risen above 8 percent of the total enrollment during the past decade except for fiscal year 1975. It accounted for 7 percent of the enrollment in FY-74 and slightly less than 10 percent in FY-75. The adult enrollment accounted for 32 percent of the 1974 enrollment and 29 percent in FY-75. These percentages have remained fairly constant over the past ten years. Postsecondary enrollment showed its sharpest increase in more than ten years due primarily to an increased enrollment in consumer and homemaking programs.

Despite the increase in postsecondary enrollment in FY-75, the Council remains of the opinion, because of the small percentage of postsecondary enrollment, that vocational education is not reaching sufficient numbers at this level of instruction.

Programs to serve the handicapped and disadvantaged continue to show significant growth, and the effectiveness with which they are reaching this segment of the population is reflected in part in the growth in enrollment. Special programs enrollment increased by 61 percent in fiscal year 1974 and an additional 28 percent in fiscal year 1975. Special attention has been given to meeting the unique needs of the handicapped and disadvantaged students who cannot succeed in regular vocational education programs. In most instances, the programs have been successful and the demand for programs in this area remains strong.

Federal funds received to support vocational education programs, services and activities remained substantially the same for FY-75 when compared to FY-74. However, state and local support for vocational education increased in FY-75 by $4.5 million over FY-74. All levels of instruction received the benefits of these funds.

In fiscal year 1975, Kentucky opened 1,047 new work stations for secondary and postsecondary students to help meet the demands brought on by increased interest in vocational education.

Since the enactment of the 1968 Vocational Education Amendments, some $69 million has been earmarked throughout Kentucky for constructing and equipping new facilities, according to statistics provided by Bureau of Vocational Education personnel. Of that amount, more than $3.8 million in construction and equipment is represented in five new facilities that began operating during fiscal year 1975. Also part of the $69 million, the Bureau reported, is a total of nearly $29.4 million earmarked for projects in various stages of planning or construction during FY-75. There are also two projects underway in the state that are totally locally funded and thus are not included in the $69 million. The two represent expenditures of more than $4.4 million in local funds.

A review of the Kentucky Occupational Outlook 1970-80, an Interim Manpower Projections Program prepared by the Bureau of Manpower Services of the Kentucky

Department for Human Resources, clearly shows that in projecting manpower needs in expansion and replacement jobs through 1980, less than 5 percent of the state's total employment will be represented by laborers. (See Appendix 5-A.) Indicated is an increasing demand for greater skills in each occupation as technology advances. As the need for unskilled workers shrinks the numbers of workers possessing greater skills in their jobs are expected to take greater shares of the occupational "pie".

Although projections for 1980 are just that -- projections based on assumptions which could prove false (unemployment rates, energy shortage, economic trends and other factors being assumed to remain constant, for examples) -- vocational education's role in providing skilled personnel in the place of the unskilled is clearly mandated.

REGIONAL ADVISORY COMMITTEES

The Council has engaged in many activities during the past year with respect to its responsibility to evaluate vocational education programs, services and activities. In this direction the Council has sought and received increasing cooperation and involvement by the regional advisory committees.

In the past, the Council has expressed concerns which have covered nearly the entire scope of vocational education involvement. The regional advisory committees have shown concern, too, and both have reviewed, discussed and given opinions on such matters as management, organization, policy and administration; curriculum, instruction, student personnel needs, and vocational teacher education (in-service and pre-service) and certification; the construction and utilization of facilities; national and state legislation concerning vocational education; vocational education financial matters, and a host of other matters including the ever-present need to communicate with the public and to keep it involved in and knowledgeable about vocational education programs.

The Council continues to work with the general public, the business and industry communities, organized labor, other state agencies, and with the advisory committees at the regional and local levels to gather information and opinions concerning future jobs which will help identify vocational education needs. The activities of regional advisory committees for vocational education have been most helpful to the Council over the past year. Reports on their public meetings and their annual reports to the Council have given us much insight into public opinion concerning vocational education.

Fortified for the first time with funds to support their programs of work, the regional advisory committees assumed new dimensions of activity during fiscal year 1975.

Granting a budget of $1,000 to each of the 14 regional committees, the State Council managed to spark a move on the grassroots levels that resulted in greater involvement in vocational education by business, industry, labor and the general public, represented in regional committee membership.

A joint meeting of the State and regional councils in Lexington in October 1975, was a resounding success with more than double the attendance that had been experienced at a previous joint meeting. The occasion served to strengthen lines of communication and identified common goals, objectives and problems.

Throughout the year State Advisory Council members and staff sat in on a number of regional committee sessions and the resultant awareness that local problems and activities are being noted at the state level seemed to spur even greater interest and activity.

The regional committees have spent their funds to sponsor public hearings and seminars, to hold Business-Industry Days, to arrange dinner meetings of craft committees, to set up exhibits at the State Fair and at educators' conferences, to underwrite public relations film and slide programs -- all with the successful aim of getting the vocational education story before the public.

Another important facet of the regional advisory committees' accomplishments during the year included greater awareness and involvement in evaluation of vocational education programs, services and activities.

In addition, the regional committees submitted annual reports to the State Council covering fiscal year 1975. This was another "first" and helped the State Council immeasurably in the preparation of its report. Some of the recommendations made at regional levels are incorporated in the state report.

The regional recommendations were wide-ranging. Some were local in scope such as recommendations for the expansion of specific facilities, but many reflected needs and goals that are held in common throughout the state.

Every region called for more money for vocational education. Commonly stated financial needs were for:

a. Construction of new facilities or expansion of existing ones.
b. Expanding, supplying and equipping current programs.
c. Addition of night programs to gain greater utilization of present facilities.
d. Upgrading salaries for teachers and vocational education personnel.
e. Upgrading facilities to meet Occupational Safety and Health Administration (OSHA) standards.
f. Offsetting the erosion factor of inflation.

Other concerns were expressed for the need for better public relations programs. Some regions suggested that a regional staff person be assigned public relations responsibilities.

Most regions recognized the need for more effective placement and follow-up services, up-to-date data on manpower supply and demand, and more effective student counseling services.

Classes in "Economics of Industry" were recommended in both academic and vocational systems; in that same vein, career education for all junior high students and more participation in cooperative programs were also emphasized.

Nearly every region recognized a need for more programs that are appropriate for females and some suggested that ways be explored to help underemployed adults.

Other recommendations included, among the 95 submitted:

-- Establish better communication between vocational and general education.

-- Enable a student in a four-year high school program to obtain both a vocational and a high school diploma.

-- Assist in securing needed social services for the disadvantaged and the handicapped.

-- Recruit local industry for part-time teachers.

-- Place more emphasis on related subject matter.

-- Obtain a greater involvement in vocational education by the business and industrial communities.

Annual reports, minutes of regular meetings and public hearings and personal observations by Council staff have clearly shown that regional advisory committees throughout Kentucky are fulfilling their responsibility of getting the public involved in and aware of vocational education.

The State Advisory Council is aware of the regional advisory committees' need for help relating to another of the regional committees' responsibilities: to evaluate vocational education programs, services and activities.

Consequently, the Council has contracted with the Ohio State University Center for Vocational Education to develop an instrument whereby local and regional lay people can relate to a vocational education program, service or activity so that a meaningful evaluation can be made.

Members of the regional advisory committees will be directly involved in the planning and testing of the instruments; thus the guideline questions will make sense to both vocational education decision-makers and lay persons.

The project will require several months -- possibly years -- to develop, but when it is completed, it is hoped that a valuable guide will be in the hands of the advisory committees that will make them comfortable in conducting the evaluations that are necessary in determining whether the programs are accomplishing the job for which they were designed: serving the needs of the community.

RESPONSE TO COUNCIL RECOMMENDATIONS

A review of the recommendations made by the Council during FY-74 shows that attention has been given to each recommendation. A description of the actions taken to implement the recommendations was furnished the Council by vocational education personnel.

A list of the Council's recommendations and actions to implement follow:

Recommendation No. 1 – Annual and five year plans – We recommend that annual and five year plans be improved and written in such a way as to give systematic and coordinated direction to Kentucky's vocational education programs in the future.

Action to Implement – Two pilot projects, funded by the Appalachian Regional Commission, are now in operation. One, in Vocational Education Region X, has been in operation since May 1974. The other, in Vocational Region XIV, will begin in FY-76.

The purpose of these projects is to do just as the Council recommends: develop meaningful local plans by involving local people. It is believed that these pilot projects will enhance the planning process.

Vocational education planning for Kentucky, however, must involve other agencies and education institutions besides the State Board of Education and the schools operated by it. The Kentucky legislature has already required that a comprehensive state-wide study of postsecondary vocational-technical education be completed. This effort is also expected to support the Council's recommendation.

The Occupational Information Unit is now in the process of compiling county profiles, by vocational education region. These are intended to enhance the planning process.

Recommendation No. 2 – Data Base – We recommend that an even greater effort be made this year in bringing the forces together to establish a comprehensive and relevant data base upon which to build a management information system.

Action to Implement – Gathering data is a time-consuming task. The Bureau, in an effort to reduce the time and manpower required for collecting student information, initiated steps to begin collecting student data by class as compared to the previous method of collecting data by individual student.

Personnel in the Bureau have studied other states' systems of gathering, compiling, analyzing and disseminating management information. They have also met with representatives of management information systems to explore feasibility of adapting their systems for our use. This recommendation is receiving attention and the Bureau desires that it be implemented as soon as possible.

Recommendation No. 3 – Personnel Development – We recommend that the personnel development program (in-service) be placed on a sound, stable financial footing with assurances that it will be financially supported at the level necessary to bring and keep teachers up to date with the progress being made in competency based curriculum and individualized instruction.

Action to Implement – The Bureau held an in-service conference in August 1975, for vocational education in Kentucky. The theme of this working conference was competency-based vocational education.

At this time a series of workshops for principals of state vocational-technical schools and coordinators of area vocational education centers are being held across the state. The purpose of these workshops is to improve the administration of vocational education programs.

The Staff Exchange Project (funded through the Appalachian Regional Commission) is also in process. This is also contributing to the in-service needs.

Recommendation No. 4 – Facilities – We recommend that before vocational facilities are constructed in the future a closer examination of the utilization of present facilities be made and this information serve as the guide in determining the size, location, and program offerings in all proposed new facilities.

Action to Implement – This recommendation will be implemented beginning with a comprehensive state-wide utilization of facilities study in FY-76. The Bureau will also require utilization reports for all facilities as standard operating procedure in the future. Efforts will be made to encourage CETA prime sponsors to utilize existing vocational facilities whenever possible.

Recommendation No. 5 – Teacher Exchange – We recommend the teacher exchange project scheduled for implementation in the Appalachian counties this fiscal year be carried statewide at the earliest possible time.

Action to Implement – Efforts will be made to do this. Funds to help support and expand this approach have been requested for next two fiscal years. No action on the budget request has been taken at this time due to the fact that it is so early in the state's budgeting process.

Recommendation No. 6 – Cooperative Education – We recommend that cooperative education be given more status in the vocational education organization, and that it be strengthened in terms of both finances and staff to enable it to more effectively work toward the goal of increasing cooperative education by 50 percent as recommended by the Council last year.

Action to Implement – It should be noted that cooperative programs, as defined in federal regulations, require that students (1) receive remuneration for their on-the-job experience and (2) be supervised by a vocational educator while obtaining this on-the-job experience. Both requirements must be met before the experience can be classified as a true cooperative program insofar as Part G funds are concerned.

Many vocational programs include a work-experience component. For example: Most health-related programs require on-the-job work experience. Students in certain agribusiness programs must have on-farm experience. In neither of these examples do students receive remuneration for their work experience; therefore, their program cannot be categorized as true co-op as far as Part G regulations are concerned and co-op enrollments are low because Part G funds are limited.

The personnel in the Bureau subscribe to the belief expressed by the Council in its rationale for this recommendation. This recommendation will continue to be a top priority of the Bureau.

Recommendation No. 7 – Vocational Guidance Services – We recommend that vocational guidance services at the regional and local levels be expanded and improved this year to enable a functional approach to:

a. student recruitment
b. diagnosis and testing to determine student needs and aspirations
c. student placement in realistic employment or advanced training opportunities
d. student follow-up to gather valuable data which will give insight into the effectiveness and appropriateness of vocational programs now being offered.

Action to Implement – The in-service workshops already identified in response to recommendation 3 have, as one component, an emphasis on guidance services. Personnel at the local level are exploring ways to improve guidance services.

A regional guidance counselor has also been employed in Region 9 to meet the needs in that region. Prior to the employment of this person there were few guidance services provided for vocational students attending the area vocational education centers in that region.

There are two demonstration placement projects now in operation in Appalachian Kentucky. These are funded with ARC money and are located in Regions 11 and 13.

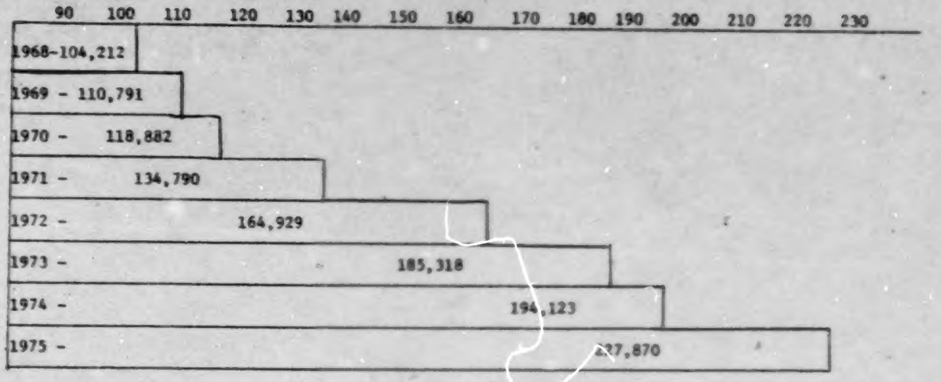
A placement and follow-up project has also been funded under Part D in Region 4. This project began in fiscal 1976.

Recommendation No. 8 – Career Education – We recommend that the State Board of Education endorse the career education concept, and develop and expedite a plan for its implementation.

Action to Implement – A plan for career education has been developed by the Superintendent of Public Instruction's cabinet. It will be submitted to the State Board at its December 1975, meeting for consideration.

APPENDIX

TOTAL ENROLLMENT IN VOCATIONAL EDUCATION
(DATA IN THOUSANDS)
SOURCE: Bureau of Vocational Education



Enrollment in Vocational Education has increased 118.66% since 1968

Appendix A-1

Appendix A-2

TABLE A

Table A shows the breakdown of enrollment into program levels of secondary, postsecondary and adult.

ENROLLMENT IN VOCATIONAL EDUCATION BY PROGRAM BY YEARS**

PROGRAM	PROGRAM LEVEL	1969	1972	1973	1974	1975
Agriculture	Secondary	13,883	15,535	16,946	16,624	17,048
	Postsecondary	20	65	95	46	87
	Adult	4,012	4,590	4,788	5,142	4,969
	TOTAL	17,915	20,190	21,829	21,812	22,104
Business & Office	Secondary	7,625	13,972	16,387	18,235	21,216
	Postsecondary	392	1,372	1,150	1,698	2,032
	Adult	1,912	7,875	8,208	6,253	8,042
	TOTAL	9,929	23,219	25,745	26,186	31,290
Distribution & Marketing	Secondary	1,220	6,141	6,558	7,357	8,046
	Postsecondary	–0–	46	78	130	231
	Adult	3,038	5,756	3,181	3,900	3,671
	TOTAL	4,258	11,943	9,817	11,387	11,948
Health Occupations	Secondary	–0–	510	773	1,060	1,300
	Postsecondary	1,039	2,194	2,198	3,192	3,122
	Adult	344	621	1,035	911	1,186
	TOTAL	1,383	3,325	4,006	5,163	5,608
Home Economics Useful & Gainful	Secondary	34,084	38,668	43,137	44,306	53,328
	Postsecondary	–0–	1,073	1,270	262	5,500
	Adult	6,960	13,487	21,421	23,099	20,607
	TOTAL	41,044	53,228	65,828	67,667	79,435
Public Service*	Secondary	–0–	–0–	–0–	(32)	
	Postsecondary	–0–	–0–	–0–	–0–	
	Adult	–0–	(5,316)	(6,667)	(8,967)	
	TOTAL	–0–	(5,316)	(6,667)	(8,999)	
Technical	Secondary	135	159	188	271	154
	Postsecondary	498	777	762	683	814
	Adult	413	316	342	196	273
	TOTAL	1,046	1,252	1,292	1,150	1,241
Trades & Industry	Secondary	5,436	10,873	12,966	14,064	15,618
	Postsecondary	2,990	5,646	5,911	5,796	7,603
	Adult	26,002	20,107	19,879	11,808	12,909
	TOTAL	34,428	36,626	38,756	31,668	36,130
Special Programs	Secondary	–0–	13,311	14,563	17,343	21,184
	Postsecondary	–0–	1,672	1,426	2,031	2,460
	Adult	–0–	104	2,055	9,716	13,563
	TOTAL	–0–	15,087	18,044	29,090	37,207
Occupational Preparation	Secondary	–0–	–0–	–0–	–0–	930
	Postsecondary	–0–	–0–	–0–	–0–	92
	Adult	–0–	–0–	–0–	–0–	1,885
	TOTAL	–0–	–0–	–0–	–0–	2,907
All Programs	Secondary	62,383	99,169	111,510	119,260	138,804
	Postsecondary	4,939	12,844	12,900	13,838	21,961
	Adult	42,681	52,856	60,909	61,025	67,105
	TOTAL	110,003	164,869	185,319	194,123	227,870

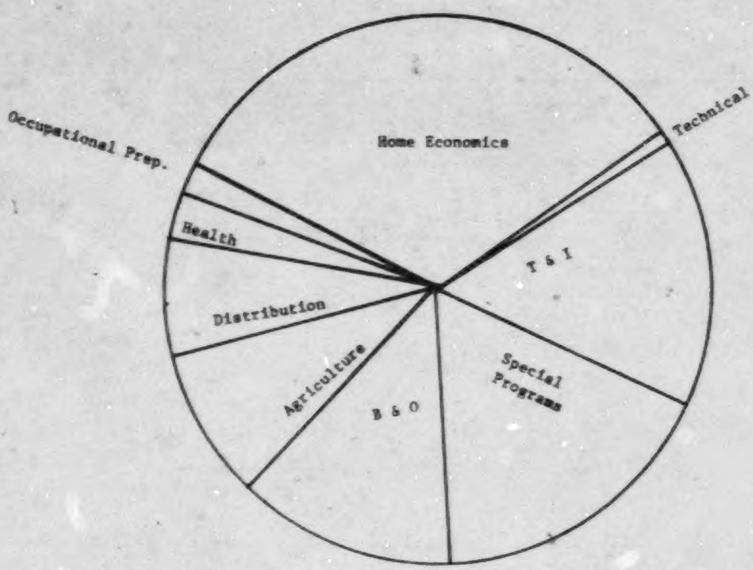
*Reported in T & I and Special Programs

**Source: Bureau of Vocational Education Annual Reports

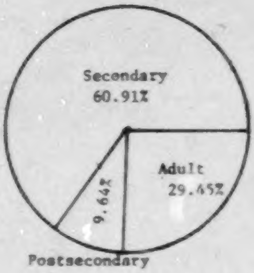
Appendix A-3

1974-75
VOCATIONAL EDUCATION ENROLLMENT

Source: Bureau of Vocational Education



PROGRAM	TOTAL	PERCENTAGE
Agriculture	22,104	9.70%
Distribution	11,948	5.24%
Health	5,608	2.46%
Consumer & Homemaking	79,434	34.86%
Occupational Prep.	2,907	1.28%
Office	31,290	13.73%
Technical	1,241	.54%
T & I	36,130	15,86%
Special Programs	37,207	16.33%
	227,870	100.00%

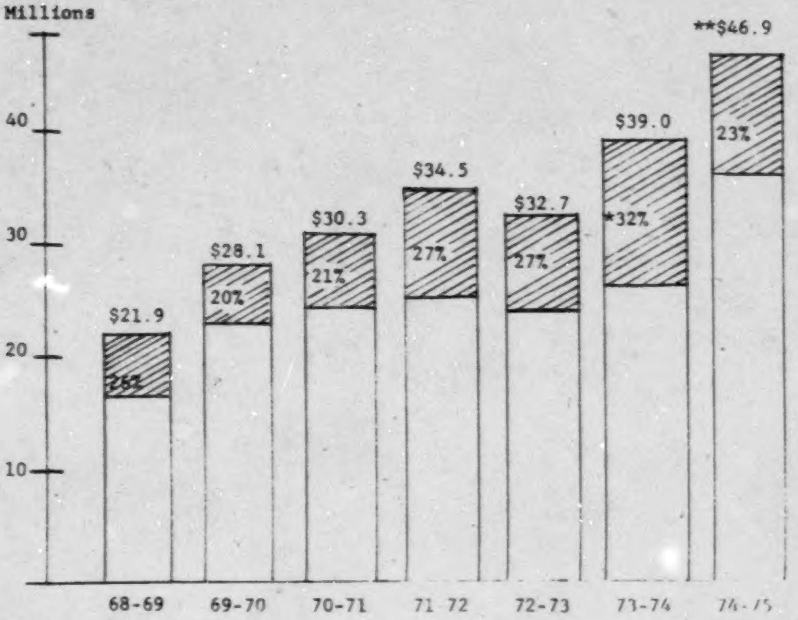


SAME TOTAL BY
PROGRAM LEVEL

Appendix A-4

SOURCES OF FUNDING

Shaded Areas are Federal Funds
Under 1968 Vocational Education Act
SOURCE: Bureau of Vocational Education

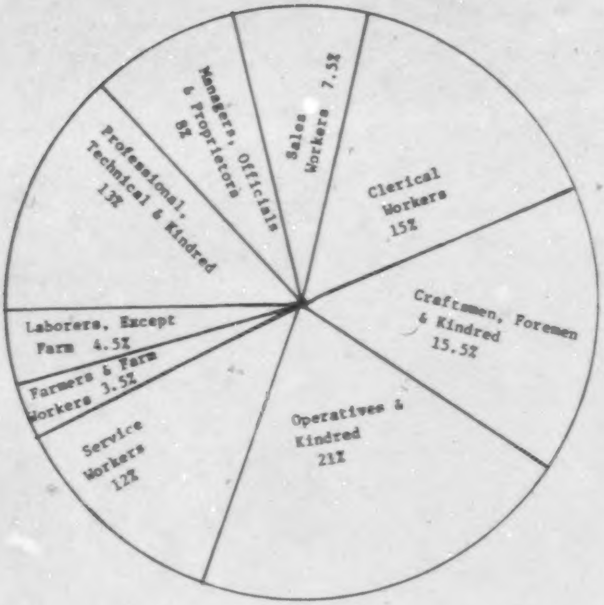


* Includes FY-1973 Federal impounded funds

** Includes $5.2 million State Foundation receipts classified as Trust and Agency funds in previous years, but now classified as state funds.

Appendix A-5

Projected Percentage of Total Employment in Kentucky in Nine Major Occupational Clusters -- 1980*



* Data from Kentucky Occupational Outlook 1970-80 Interim Manpower Projections Program, Department for Human Resources, Bureau of Manpower Services

Conference On

The Implications of Changes in Occupational Characteristics for Planning in Vocational Education

July 31, 1975

Presented by:

The Conference Board
New York City

Sponsored by:

State of Kentucky Department of Education

Bureau of Vocational Education

Planning in vocational education has typically stressed job openings as the critical manpower information to be taken into account in planning vocational programs. The materials presented in this conference seek to expand the scope of the manpower information available to vocational educators by relating the job openings data to other significant occupational characteristics, such as the earnings of the persons employed in different occupations, their educational attainment, and the opportunities individual fields can be expected to present for women and nonwhites. The historical data and the projections presented at this conference are based on a study of changes in occupational characteristics undertaken by The Conference Board for the U.S. Office of Education.

The characteristics indicators for Kentucky refer to 95 individual occupations. They include the occupations related to all the major vocational programs offered in the state (see Tables 9 and 10). They also include other occupations of interest to vocational educators because the persons employed in them who work a full year earn at least three-fourths of the median earnings for all year-round workers in the United States, and also because 50 percent or more of their work force has completed 12 to 15 years of schooling (see Table 6). The occupations selected are related to vocational programs which account for 86 percent of all students completing vocational programs in Kentucky (see Table 10). They are expected to include over 50 percent of all the job openings in the state in the next five years. In addition, the occupations considered are projected to employ 45 percent of all women workers and approximately 35 percent of all Negro workers in the second half of the decade (see Tables 1, 2, and 3).

The data on vocational programs completions for Kentucky show some deviation from the job openings anticipated in the 1975 to 1980 period (see Table 11). There are proportionately considerably more completions in the agriculture programs and somewhat higher proportions in the office occupations and trade and industry programs than the expected job openings in these fields. There are proportionately many fewer enrollments than jobs in distributive education programs. The penetration rate of the vocational programs, the enrollment per 100 persons employed in the occupations for which they offer preparation, varies markedly from one field to another (see Table 12). For example, there were 70 enrollments or more in the vocational programs preparing persons for work as drafters or office clerks for every 100 persons employed in these fields. At the other end of the spectrum, there was only about one student enrolled per 100 persons employed in programs leading to careers in the transportation occupations or in the insurance field.

The occupations for which the vocational programs constitute preparation typically pay less than the median earnings for the economy-wide work force. About two-thirds of the full-year workers in Kentucky employed in the occupations considered in the study received median earnings in 1970 which were less than the $9,945 economy-wide median for all full-year workers (see Table 7). However, there are also many well paying and growing occupations for which vocational education provides preparation. Some of the better paying fields include air conditioning, heating, the technical occupations, heating and refrigeration mechanics, drafters, personnel and labor relations workers, and real estate agents and brokers.

An average of almost 35,000 job openings a year, in the occupations studied, are projected for Kentucky in the 1975 to 1980 period (see Table 1). Over 60% of these openings are expected to come about because of the need to replace persons who die, retire, or otherwise leave the work force. Accordingly, a majority of the job opportunities will stem from the replacement of experienced and typically older workers. The importance of this replacement demand suggests a greater role in the next decade for adult and post-secondary vocational education to upgrade the skills of less skilled workers who seek to improve their occupational status. It also suggests that recent graduates of the vocational programs may gain an advantage over other new entrants into the labor force for these positions because of their greater ability to substitute vocational training for specialized job experience.

Legislation and changes in public policy in the past decade have underscored the importance of equal employment and affirmative action programs to expand employment opportunities for women and members of minority groups. However, the projections show that if the trends of the past decade continue in Kentucky, the erosion of the barriers which frequently bar women or blacks from the more desirable job opportunities will proceed at a slow pace (see Tables 2 and 3). For instance, in 1970, close to seventy percent of the women and over half of the Negroes at work on a full-year basis in Kentucky in the occupations studied were employed in occupations for which the median earnings nationally in 1970 were under $8,000 (see Table 8). This was approximately $2,000 or more below the economy-wide median for all full-year workers. This data points to the need for greater participation of women and blacks in a broad range of vocational programs as part of the process of breaking down the traditional stereotypes of "men's jobs" and "women's jobs" and enlarging career opportunities for blacks in the more desirable and better paying fields.

The data on the educational attainment level of the employed labor force in Kentucky shows that the proportion of workers with less than 12 years of schooling is greater in Kentucky than in the national work force (see Table 4). Similarly, the proportion of persons with 12 years or more of schooling is less. The educational attainment level of the labor force is expected to continue to rise nationally, and this increase should be reflected in Kentucky. As the supply of new entrants into the labor force with at least a high school diploma increases in the next decade, the economic premium attached to educational credentials is likely to diminish.

The contribution of the occupational characteristics indicators and related educational information to planning in vocational education could be substantially increased by improvements in the data base from which the characteristics indicators are derived. For example, the historical information on earnings and educational attainment for workers in Kentucky is available for only a limited list of occupations in the published Census materials. Special tabulations of the unpublished Census data could provide detailed baseline information for Kentucky for most of the major occupations which are of interest to vocational education. Information on the under 35 age group, the group including the new entrants into the labor force, would be especially useful. The vocational education system could itself improve the data basis for program planning by collecting information on the enrollment in different programs by race and sex. Projections could be prepared showing the anticipated future enrollments by race and sex in the individual programs. This information could help in assessing the extent to which the current and prospective programs are making progress in training persons from these groups for desirable career opportunities in fields in which they have been underrepresented in the past.

Management information systems have recently been developed in many states to supply more of the information required for planning in vocational education. Incorporating more extensive occupational characteristic and enrollment data along the lines discussed would increase the potentials for building a systematic framework of indicators for planning vocational programs which were responsive to the needs of students and employers.

Tables Page

1 Employment in 1970 and Projected 1980, and Average Annual Job Openings 1970-80, Kentucky 6

2 Employment in 1970 and Projected 1980, and Employment Change 1970-80, By Sex, Kentucky 9

3 Employment in 1970 and Projected 1980, and Employment Change 1970-80, By Race, Kentucky 12

4 Comparison of Educational Attainment of Workers in Kentucky, and the United States for Major Occupational Groups and Selected Occupations, 1970 15

5 Earnings in 1970, Occupations Included in Study, United States 16

6 Occupations of Special Interest to Vocational Education Because of Educational Attainment, Earnings, and Job Openings Levels 19

7 Distribution of Kentucky Employment and Job Openings in Occupations Studied by U.S. Median Earnings, 1970 20

8 Employment By Race and Sex in Occupations Studied Distributed by U.S. Median Earnings, Kentucky. 1970 21

9 Vocational Programs Related to Occupations Included in Conference Board Study 22

10 Comparison of the Distribution of Completions By Vocational Program Area, All Programs and Programs Included in Study, 1975, 1980, Kentucky 27

11 Comparison of Vocational Completions in 1975 and Projected 1980 with Projected Average Annual Job Openings 1970-80, Occupations Included in Study, Kentucky 28

12 Enrollment in Vocational Programs Per 100 Persons Employed in Related Occupations, 1970, and Average Annual Rate of Growth in Employment, Related Occupations, 1970-1980 29

13 Comparison of Distribution of Enrollment By Sex in Vocational Programs, 1972 with Distribution of Employment in Related Occupations, 1970, 1980 31

14 Median Earnings of Vocational Training Completers and Non-Completers By Educational Attainment, and Occupational Group, U.S., 1970 33

Table 1

Employment in 1970 and Projected 1980, and Average Annual Job Openings 1970-80, Kentucky

Occupations Included in Study	Employment		Percent Change in Employment	Average Annual Job Openings 1970-80		
					Job Openings Due To:	
	1970	1980	1970-1980	Total	Growth	Attrition
Buyers and shippers, farm products	271	280	3.3%	9	1	8
Farmers, owners and tenants	43,742	27,310	-37.6	219	-1,643	1,862
Farm managers	1,288	1,750	35.9	104	46	58
Farm foremen	298	260	-12.8	9	- 4	13
Farm laborers, wage workers	17,293	10,200	-41.0	1/	- 709	425
Gardeners, except farm and groundskeepers	3,559	2,860	-19.6	172	30	142
Bank officials and financial managers	3,467	5,380	55.2	337	191	146
Stock and bond sales agents	515	520	1.0	16	0	16
Delivery and route workers	10,821	13,220	22.2	411	240	171
Sales managers and department heads, retail	1,727	2,370	37.2	112	64	48
Buyers, wholesale, and retail trade	2,335	3,160	35.3	178	82	96
Restaurant, cafeteria, and bar managers	4,338	5,270	21.5	261	93	168
Salesclerks, retail trade	31,786	39,250	23.5	2,635	746	1,889
Salesworkers, retail trade	7,328	9,460	29.1	436	213	223
Salespeople, service and construction	2,818	3,920	39.1	240	110	130
Managers and administrators, n.e.c.	45,193	61,470	36.0	3,481	1,819	1,662
Sales representatives, manufacturing	4,166	5,620	34.9	256	144	112
Sales representatives, wholesale	8,051	10,840	34.6	507	279	228
Insurance agents, brokers, and underwriters	6,142	6,990	13.8	241	85	156
Insurance adjustors, examiners, and investigators	1,052	1,230	16.9	47	18	29
Managers and superintendents, building	457	790	72.9	67	33	34
Real estate agents and brokers	2,199	3,370	53.3	454	238	216
Real estate appraiser	295	460	55.9	30	16	14
Bus drivers	4,324	5,510	27.4	272	119	153
Clinical laboratory technologists and technicians	1,837	3,360	82.9	276	152	124
Registered nurses	8,843	12,620	42.7	1,044	378	666
Practical nurses	3,137	5,350	70.5	493	221	272
Nursing aides, orderlies and attendants	10,371	14,600	40.8	1,115	423	692
Childcare workers, except private household	1,999	2,880	44.1	243	88	155
Housekeepers, except private household	1,657	2,460	48.5	200	80	120
Bookkeepers	22,638	28,610	26.4	2,021	597	1,424

Table 1 (Continued)

Occupations Included in Study	Employment 1970	Employment 1980	Percent Change in Employment 1970-1980	Average Annual Job Openings 1970-80 Total	Job Openings Due To: Growth	Job Openings Due To: Attrition
Bookkeeping and billing machine operators	583	730	25.2%	55	15	40
Calculating machine operators	344	370	7.6	27	3	24
Keypunch operators	3,288	2,900	-11.8	177	- 39	216
Billing clerks	1,298	2,140	64.9	181	84	97
Office machine operators, n.e.c.	466	700	50.2	58	23	35
Miscellaneous clerical workers	5,842	9,350	60.0	741	351	390
Payroll and timekeeping clerks	2,534	3,520	38.9	229	99	130
Statistical clerks	3,342	4,140	23.9	279	80	199
Shipping and receiving clerks	5,211	6,480	24.4	243	127	116
Graders and sorters, manufacturing	490	600	22.4	31	11	20
Stock clerks and storekeepers	5,907	7,980	35.1	392	207	185
Personnel and labor relations workers	3,716	6,090	63.9	364	237	127
Secretaries, legal, medical and other	30,920	46,970	51.9	4,340	1,605	2,735
Stenographers	1,263	980	-22.4	56	- 28	84
Other technicians, except health	288	610	111.8	37	32	5
Data processing machine repairers	185	350	89.2	17	16	1
Radio and T.V. mechanics and repairers	2,226	2,590	16.4	79	36	43
Electrical and electronic engineering technicians	[illegible]	1,640	66.2	81	65	16
Engineering and scientific technicians, n.e.c.	1,790	3,700	106.7	249	191	58
Air conditioning, heating and refrigeration mechanics	1,506	2,750	82.6	155	124	31
Auto body repairers	1,905	1,960	2.9	24	5	19
Painters, manufactured articles	1,932	2,360	21.8	86	42	44
Auto mechanics	13,072	15,190	16.2	433	214	219
Farm implement mechanics and repairers	539	590	9.5	17	5	12
Heavy equipment mechanics, including diesel	10,466	14,840	41.8	637	437	200
Carpenters	15,516	19,340	24.6	863	392	471
Carpenter helpers	982	700	-28.7	1/	- 28	12
Electricians	7,312	10,640	45.5	467	318	149
Bulldozer operators	2,597	3,630	39.8	148	103	45
Excavating, grading, and road machine operators	4,401	6,120	39.1	251	172	79
Crane, derrick and hoist operators	1,964	2,540	29.3	92	57	35
Brickmasons and stonemasons	2,857	3,790	32.7	142	98	44
Tilesetters	499	620	24.2	18	12	6
Painters, construction and maintenance	5,515	6,550	18.8	285	107	178

Table 1 (Continued)

Occupations Included in Study	Employment 1970	Employment 1980	Percent Change in Employment 1970-1980	Average Annual Job Openings 1970-80 Total	Job Openings Due To: Growth	Job Openings Due To: Attrition
Paperhangers	169	260	53.8%	24	9	15
Plumbers and pipefitters	6,362	9,190	44.5	435	273	162
Drafters	2,538	3,930	54.8	183	139	44
Telephone line and splicing workers	799	850	6.4	10	5	5
Telephone installers and repairers	2,910	3,660	25.8	102	75	27
Printing press operators	2,203	2,770	25.7	113	65	48
Photographers and lithographers	486	740	52.3	37	25	12
Foremen	23,315	28,720	23.2	1,098	540	558
Job and die setters, metal	1,307	2,070	58.4	93	76	17
Machinists	4,149	5,050	21.7	190	109	81
Pattern and model makers, except paper	305	350	14.8	11	4	7
Cutting operatives, n.e.c.	2,845	3,990	40.2	188	114	74
Drill press operatives	665	930	39.8	40	26	14
Grinding machine operatives	1,349	2,050	52.0	99	70	29
Lathe and milling machine operatives	1,217	1,750	43.8	81	52	29
Other precision machine operatives	729	1,160	59.1	59	43	16
Punch and stamping press operatives	2,837	4,110	44.9	197	127	70
Sawyers	2,337	2,840	21.5	105	50	55
Welders and flame cutters	9,571	13,600	42.1	584	403	181
Solderers	210	181	-14.3	5	- 3	8
Tool and die makers	1,771	2,130	20.3	80	46	34
Hairdressers and cosmetologists	7,089	10,000	41.1	883	292	591
Firefighters	1,725	2,700	56.5	121	97	24
Crossing guards and bridge tenders	461	580	25.8	31	12	19
Police and detectives	3,646	5,220	43.2	234	157	77
Sheriffs and bailiffs	440	660	50.0	38	22	16
Estimators and investigators	2,575	3,630	41.0	231	105	126
Assemblers	21,184	27,230	28.5	1,208	605	603
Checkers, examiners and inspectors, manufacturing	11,335	15,330	35.2	842	399	443
Truck drivers	24,274	26,990	11.2	618	272	346
Total, All Occupations Studied	536,498	667,500	24.3	34,780	13,532	21,248
Total, All State Occupations	1,076,780	1,339,350	24.4	67,707	26,257	41,450
Occupations Studied as Percent of Total Employment in Kentucky	50%	50%	N.A.	51%	51%	51%

1/ Job openings resulting from attrition are exceeded by projected decline in employment.

Source: Kentucky Department of Human Resources

Table 2

Employment in 1970 and Projected 1980, and Employment Change 1970-80, By Sex, Kentucky

Occupations Included in Study	Employment				Change in Employment 1970-80		
	1970		1980		Male	Female	
	Male	Female	Male	Female	Total	Total	Representation Shift 1/
Buyers and shippers, farm products	267	4	276	4	90	0	0
Farmers, owners and tenants	42,545	1,197	26,518	792	-16,027	405	45
Farm managers	1,245	43	1,687	63	442	20	5
Farm foremen	276	22	235	25	- 41	3	6
Farm laborers, wage workers	16,551	742	9,619	581	- 6,932	-161	142
Gardeners, except farm and groundskeepers	3,434	125	2,731	129	- 703	4	29
Bank officials and financial managers	2,919	548	4,275	1,105	1,356	557	255
Stock and bond sales agents	440	75	451	69	11	-6	- 7
Delivery and route workers	10,524	297	12,823	397	2,299	100	40
Sales managers and department heads, retail	1,346	381	1,901	469	555	88	- 55
Buyers, wholesale, and retail trade	1,653	682	2,424	736	771	54	- 187
Restaurant, cafeteria, and bar managers	2,535	1,803	2,820	2,450	285	647	258
Salesclerks, retail trade	11,283	20,503	13,580	25,670	2,297	5,167	354
Salesworkers, retail trade	6,569	759	8,514	946	1,945	187	- 38
Salespeople, service and construction	1,851	967	2,132	1,788	281	821	443
Managers and administrators, n.e.c.	39,004	6,189	52,004	9,466	13,000	3,277	1,045
Sales representatives, manufacturing	3,789	377	5,041	579	1,252	202	73
Sales representatives, wholesale	7,577	474	10,016	824	2,439	350	184
Insurance agents, brokers, and underwriters	5,531	611	6,207	783	676	172	91
Insurance adjustors, examiners, and investigators	805	247	910	320	105	73	31
Managers and superintendents, building	309	148	548	242	239	94	- 14
Real estate agents and brokers	1,594	605	2,292	1,078	698	473	151
Real estate appraiser	269	26	411	49	142	23	9
Bus drivers	3,319	1,005	3,648	1,862	329	857	581
Clinical laboratory technologists and technicians	575	1,262	1,035	2,325	460	1,063	17
Registered nurses	193	8,650	214	12,406	21	3,756	64
Practical nurses	99	3,038	155	5,195	56	2,157	16
Nursing aides, orderlies and attendants	1,692	8,679	1,743	12,857	51	4,178	537
Childcare workers, except private household	86	1,913	141	2,739	55	826	- 17
Housekeepers, except private household	432	1,225	713	1,747	281	522	- 71
Bookkeepers	4,043	18,595	5,064	23,546	1,021	4,951	57
Bookkeeping and billing machine operators	92	491	136	594	44	103	- 21

Table 2 (Continued)

Occupations Included in Study	Employment 1970 Male	Employment 1970 Female	Employment 1980 Male	Employment 1980 Female	Change in Employment 1970-80 Male Total	Change in Employment 1970-80 Female Total	Change in Employment 1970-80 Female Representation Shift 1/
Calculating machine operators	25	319	35	335	10	16	- 8
Keypunch operators	321	2,967	110	2,790	- 211	- 177	174
Billing clerks	281	1,017	470	1,670	189	653	- 6
Office machine operators, n.e.c.	173	293	294	406	121	113	- 33
Miscellaneous clerical workers	2,098	3,744	2,328	7,022	230	3,278	1,029
Payroll and timekeeping clerks	942	1,592	1,165	2,355	223	763	319
Statistical clerks	1,247	2,095	1,225	2,915	-22	820	- 21
Shipping and receiving clerks	4,535	676	5,346	1,134	811	458	292
Graders and sorters, manufacturing	232	258	330	270	98	12	- 46
Stock clerks and storekeepers	4,650	1,257	5,746	2,234	1,096	977	534
Personnel and labor relations workers	2,765	951	5,000	1,090	2,235	139	- 470
Secretaries, legal, medical and other	858	30,062	939	46,031	81	15,969	376
Stenographers	70	1,193	71	909	1	- 284	- 17
Other technicians, except health	244	44	482	128	238	84	35
Data processing machine repairers	181	4	340	10	159	-30	2
Radio and T.V. mechanics and repairers	2,105	121	2,398	192	293	71	51
Electrical and electronic engineering technicians	920	67	1,476	164	556	97	53
Engineering and scientific technicians, n.e.c.	1,469	321	2,812	888	1,343	567	223
Air conditioning, heating and refrigeration mechanics	1,482	24	2,675	75	1,193	51	31
Auto body repairers	1,853	52	1,887	73	34	21	20
Painters, manufactured articles	1,666	271	1,947	413	281	142	83
Auto mechanics	12,911	161	14,886	304	1,975	143	122
Farm implement mechanics and repairers	534	5	579	11	45	6	6
Heavy equipment mechanics, including diesel	10,307	159	14,514	326	4,207	167	103
Carpenters	15,314	202	18,876	464	3,562	262	213
Carpenter helpers	972	10	695	5	- 277	- 5	- 2
Electricians	7,187	125	10,353	287	3,166	162	106
Bulldozer operators	2,583	14	3,594	36	1,011	22	18
Excavating, grading, and road machine operators	4,334	67	5,955	165	1,621	[illegible]	73
Crane, derrick and hoist operators	1,945	19	2,489	51	544	[illegible]	26
Brickmasons and stonemasons	2,819	38	3,714	76	895	38	26
Tilesetters	479	20	583	37	104	17	12
Painters, construction and maintenance	5,263	252	6,072	478	809	226	177
Paperhangers	143	26	204	56	61	30	16

Table 2 (Continued)

	Employment				Change in Employment 1970-80		
	1970		1980		Male	Female	
Occupations Included in Study	Male	Female	Male	Female	Total	Total	Representation Shift 1/
Plumbers and pipefitters	6,306	56	9,080	110	2,774	54	27
Drafters	2,319	219	3,455	475	1,136	256	137
Telephone line and splicing workers	772	27	813	37	41	10	8
Telephone installers and repairers	2,797	113	3,466	194	669	81	52
Printing press operators	1,971	232	2,399	371	428	139	79
Photoengravers and lithographers	414	72	612	128	198	56	18
Foremen	21,459	1,856	25,791	2,929	4,332	1,073	631
Job and die setters, metal	1,293	14	2,053	17	760	3	- 6
Machinists	3,954	195	4,686	364	732	169	127
Pattern and model makers, except paper	279	26	300	50	21	24	20
Cutting operatives, n.e.c.	2,327	518	3,176	814	849	296	88
Drill press operatives	543	122	724	206	181	84	36
Grinding machine operatives	1,288	61	1,927	123	639	62	31
Lathe and milling machine operatives	1,164	53	1,643	107	479	54	32
Other precision machine operatives	628	101	926	234	298	133	74
Punch and stamping press operatives	2,098	739	3,136	974	1,038	235	- 95
Sawyers	2,215	122	2,584	256	369	134	108
Welders and flame cutters	8,731	840	12,458	1,142	3,727	302	- 55
Solderers	73	137	69	111	- 4	-26	- 6
Tool and die makers	1,691	80	1,992	138	301	58	42
Hairdressers and cosmetologists	347	6,742	490	9,510	143	2,768	0
Firefighters	1,720	5	2,684	16	964	11	8
Crossing guards and bridge tenders	196	265	172	408	-24	143	75
Police and detectives	3,506	140	5,001	219	1,495	79	21
Sheriffs and bailiffs	402	38	579	81	177	43	24
Estimators and investigators	1,689	886	2,421	1,209	732	323	- 40
Assemblers	13,379	7,805	16,338	10,892	2,957	3,087	860
Checkers, examiners and inspectors, manufacturing	5,333	6,002	7,573	7,757	2,240	1,755	- 360
Truck drivers	23,905	369	26,315	675	2,410	306	265
Total, All Occupations Studied	378,554	157,944	442,717	224,783	64,163	66,844	9,593
Total, All State Occupations	690,216	384,564	841,110	498,240	150,894	113,676	N.A.
Occupations Studied as Percent of Total Employment in Kentucky	55%	41%	53%	45%	43%	59%	N.A.

1/ The representation shift for women is the estimated change in the employment of women resulting from a change in the proportion of women in the occupation.

Sources: 1970 Census of Population, Kentucky Department of Human Resources, and The Conference Board

Table 3

Employment in 1970 and Projected 1980, and Employment Change 1970-80, By Race,[1] Kentucky

Occupations Included in Study	Employment				Change in Employment 1970-80		
	1970		1980		White	Negro	
	White	Negro	White	Negro	Total	Total	Representation Shift [2]
Buyers and shippers, farm products	271	0	280	0	9	0	0
Farmers, owners and tenants	42,919	823	26,928	382	-15,991	- 441	- 132
Farm managers	1,266	22	1,727	23	461	1	- 7
Farm foremen	279	19	244	16	- 35	- 3	- 1
Farm laborers, wage workers	15,231	2,062	8,996	1,204	- 6,235	- 858	- 12
Gardeners, except farm and groundskeepers	3,074	485	2,474	386	- 600	- 99	- 4
Bank officials and financial managers	3,450	17	5,326	54	1,876	37	28
Stock and bond sales agents	510	5	512	8	2	3	3
Delivery and route workers	10,198	623	12,229	991	2,031	368	230
Sales managers and department heads, retail	1,701	26	2,308	62	607	36	26
Buyers, wholesale, and retail trade	2,321	14	3,125	35	804	21	16
Restaurant, cafeteria, and bar managers	4,214	124	5,138	132	924	8	- 19
Salesclerks, retail trade	31,162	624	37,327	1,923	6,165	1,299	1,152
Salesworkers, retail trade	6,464	864	8,098	1,362	1,634	498	246
Salespeople, service and construction	2,773	45	3,842	78	1,069	33	15
Managers and administrators, n.e.c.	44,885	308	61,102	368	16,217	60	- 51
Sales representatives, manufacturing	4,120	46	5,508	112	1,388	66	50
Sales representatives, wholesale	8,007	44	10,742	98	2,735	54	39
Insurance agents, brokers, and underwriters	6,021	121	6,871	119	850	- 2	- 19
Insurance adjustors, examiners, and investigators	1,013	39	1,191	39	178	0	- 7
Managers and superintendents, building	433	24	754	36	321	12	- 5
Real estate agents and brokers	2,185	14	3,353	17	1,168	3	- 4
Real estate appraiser	295	0	460	0	165	0	0
Bus drivers	4,167	157	5,246	264	1,079	248	64
Clinical laboratory technologists and technicians	1,753	84	3,189	171	1,436	87	17
Registered nurses	8,502	341	12,191	429	3,689	88	- 58
Practical nurses	2,644	493	4,275	1,075	1,631	582	234
Nursing aides, orderlies and attendants	8,680	1,691	12,088	2,512	3,408	821	131
Childcare workers, except private household	1,770	229	2,460	420	690	191	90
Housekeepers, except private household	1,395	262	2,057	403	662	141	14
Bookkeepers	22,314	324	28,009	601	5,695	277	192
Bookkeeping and billing machine operators	567	15	693	37	126	21	17

Table 3 (Continued)

Occupations Included in Study	Employment 1970 White	Employment 1970 Negro	Employment 1980 White	Employment 1980 Negro	Change in Employment 1970-80 White Total	Change in Employment 1970-80 Negro Total	Change in Employment 1970-80 Negro Representation Shift 2/
Calculating machine operators	338	6	358	12	20	6	6
Keypunch operators	3,076	212	2,610	290	- 466	78	103
Billing clerks	1,265	33	2,044	96	779	63	42
Office machine operators, n.e.c.	449	17	653	47	204	30	21
Miscellaneous clerical workers	5,569	273	8,546	804	2,977	531	367
Payroll and timekeeping clerks	2,458	76	3,320	200	862	124	94
Statistical clerks	3,219	123	3,854	286	635	163	134
Shipping and receiving clerks	4,886	325	6,007	473	1,121	148	69
Graders and sorters, manufacturing	434	56	521	79	87	23	10
Stock clerks and storekeepers	5,483	424	7,382	598	1,889	174	25
Personnel and labor relations workers	3,589	127	5,828	262	5,939	135	225
Secretaries, legal, medical and other	30,230	690	45,467	1,503	15,237	813	455
Stenographers	1,214	49	931	49	- 283	0	11
Other technicians, except health	268	20	557	53	289	33	11
Data processing machine repairers	176	9	336	14	160	5	- 3
Radio and T.V. mechanics and repairers	2,153	73	2,512	78	1,259	5	- 7
Electrical and electronic engineering technicians	972	16	1,612	28	640	12	1
Engineering and scientific technicians, n.e.c.	1,766	27	3,615	85	1,849	58	29
Air conditioning, heating and refrigeration mechanics	1,473	33	2,665	85	1,192	52	25
Auto body repairers	1,847	58	1,907	53	60	- 5	- 7
Painters, manufactured articles	1,787	150	2,136	224	349	74	41
Auto mechanics	12,642	430	14,734	456	2,092	26	- 44
Farm implement mechanics and repairers	522	17	573	17	51	0	- 2
Heavy equipment mechanics, including diesel	10,216	250	14,528	312	4,312	62	- 42
Carpenters	15,279	237	19,147	193	4,468	- 44	- 112
Carpenter helpers	923	59	671	29	- 252	- 30	- 13
Electricians	7,247	65	10,555	85	3,308	20	- 10
Bulldozer operators	2,568	29	3,568	62	1,000	33	21
Excavating, grading, and road machine operators	4,257	144	5,820	300	1,563	156	100
Crane, derrick and hoist operators	1,839	125	2,324	216	485	91	54
Brickmasons and stonemasons	2,552	305	3,297	493	745	188	88
Tilesetters	440	59	536	84	96	25	11
Painters, construction and maintenance	5,233	282	6,223	527	990	45	- 8
Paperhangers	152	17	234	26	82	9	0

Table 3 (Continued)

Occupations Included in Study	Employment 1970 White	Employment 1970 Negro	Employment 1980 White	Employment 1980 Negro	Change in Employment 1970-80 White Total	Change in Employment 1970-80 Negro Total	Change in Employment 1970-80 Negro Representation Shift 2/
Plumbers and pipefitters	6,203	159	8,942	248	2,739	89	18
Drafters	2,472	66	3,789	141	1,317	75	39
Telephone line and splicing workers	773	26	813	37	40	11	9
Telephone installers and repairers	2,858	52	3,558	102	700	50	37
Printing press operators	2,106	97	2,632	138	526	41	16
Photoengravers and lithographers	474	12	722	18	248	6	0
Foremen	22,786	529	27,657	1,063	1,031	534	411
Job and die setters, metal	1,250	57	1,929	141	679	84	51
Machinists	4,027	122	4,818	232	791	110	84
Pattern and model makers, except paper	305	0	343	7	38	7	7
Cutting operatives, n.e.c.	2,728	117	3,759	231	1,031	114	67
Drill press operatives	646	19	892	38	246	19	11
Grinding machine operatives	1,275	74	1,890	160	615	86	48
Lathe and milling machine operatives	1,203	14	1,720	30	517	16	10
Other precision machine operatives	687	42	1,064	96	377	54	29
Punch and stamping press operatives	2,702	135	3,831	279	1,129	144	83
Sawyers	2,264	73	2,718	122	454	49	33
Welders and flame cutters	9,280	291	13,056	544	3,776	253	131
Solderers	202	8	172	9	- 30	1	2
Tool and die makers	1,760	11	2,109	21	349	10	6
Hairdressers and cosmetologists	6,683	406	9,600	400	2,719	- 6	- 173
Firefighters	1,678	47	2,619	81	941	34	7
Crossing guards and bridge tenders	415	46	503	77	88	31	19
Police and detectives	3,527	119	4,985	235	1,458	16	65
Sheriffs and bailiffs	427	13	633	27	206	14	8
Estimators and investigators	2,529	46	3,576	54	1,047	9	- 11
Assemblers	18,919	2,265	22,465	4,765	3,546	2,500	1,854
Checkers, examiners and inspectors, manufacturing	10,613	722	13,582	1,748	2,969	1,026	772
Truck drivers	22,811	1,463	25,640	1,350	2,829	- 113	- 277
Total, All Occupations Studied	514,705	21,793	633,830	33,670	119,125	11,877	7,298
Total, All State Occupations	1,004,635	72,145	1,238,900	100,450	234,265	28,305	N.A.
Occupations Studied as Percent of Total Employment in Kentucky	51%	30%	51%	34%	51%	42%	N.A.

1/ White designation includes all races other than Negro.

2/ The representation shift for Negroes is the estimated change in the employment of Negroes resulting from a change in the proportion of Negroes in the occupation.

Sources: 1970 Census of Population, Kentucky Department of Human Resources, and The Conference Board

Table 4

Comparison of Educational Attainment of Workers in Kentucky, and the United States For Major Occupational Groups and Selected Occupations, 1970

Major Occupational Group or Occupation	Percent of Workers Completing Specified Years of Schooling					
	Kentucky			United States		
	Less than 12 years	12-15 years	16 or more years	Less than 12 years	12-15 years	16 or more years
Professional, technical, and kindred workers	7.0%	35.4%	57.6%	6.2%	38.0%	55.8%
Registered nurses	11.8	74.3	13.9	8.8	74.6	16.6
Managers and administrators, except farm	29.9	50.6	19.5	22.6	54.1	23.3
Salesworkers	37.8	53.1	9.1	31.0	57.1	11.8
Salesworkers, retail trade	46.2	50.5	3.3	39.5	56.3	4.2
Clerical and kindred workers	21.4	74.0	4.5	21.1	73.8	5.1
Office machine operators	14.4	85.3	.3	15.8	82.8	1.4
Secretaries, stenographers, and typists	8.6	88.0	3.4	9.8	86.1	4.1
Craftsmen	59.0	39.3	1.7	49.2	48.6	2.1
Carpenters	76.1	23.4	.5	60.1	38.8	1.1
Construction craftsmen, except carpenters	65.3	34.1	.6	55.3	43.7	1.0
Auto mechanics, including body repairmen	70.9	28.7	.4	57.4	41.9	.7
Mechanics and repairmen, except auto	56.7	42.3	1.0	45.3	53.3	1.4
Machinists	48.7	51.1	.2	45.5	53.7	.8
Metal craftsmen, except mechanics and machinists	51.0	48.1	.9	48.5	50.6	.9
Foremen	44.5	49.1	6.4	39.4	53.9	6.7
Operatives, except transportation	64.7	34.8	.5	60.8	38.4	.8
Assemblers	49.1	50.6	.3	51.5	47.7	.8
Precision machine operatives	61.1	38.4	.5	52.6	46.7	.7
Sewers and stitchers	67.5	32.5	0	69.7	29.9	.4
Transportation equipment operatives	70.0	29.5	.5	60.3	38.8	.9
Truck drivers	76.0	23.7	.3	65.8	33.7	.5
Laborers, except farm	72.0	27.4	.6	66.2	32.8	1.0
Farmers and farm managers	75.1	23.0	1.9	56.5	39.7	3.8
Farm laborers and farm foremen	84.0	15.2	.8	74.9	23.9	1.5
Service workers, except private household	64.7	34.2	1.1	55.7	42.7	1.7
Food service workers	73.2	26.3	.5	61.6	37.4	1.0
Practical nurses	35.1	63.8	1.1	29.1	69.9	1.0
Other health service workers	55.0	43.4	1.6	45.4	52.7	1.9
Protective service workers	51.9	45.9	2.2	35.2	61.3	3.5
All Occupations	48.2	41.8	10.0	37.2	50.4	12.4

Source: 1970 Census of Population

Table 5

Earnings in 1970, Occupations Included in Study, United States 1/

Occupations Included in Study	1970 Median Earnings	Ratio of Median Earnings in Occupation to Median Earnings for All U.S. Occupations
Buyers and shippers, farm products	$12,371	1.24
Farmers, owners and tenants	7,776	.78
Farm managers	10,213	1.03
Farm foremen	8,364	.84
Farm laborers, wage workers	4,753	.48
Gardeners, except farm and groundskeepers	6,825	.69
Bank officials and financial managers	15,989	1.61
Stock and bond sales agents	23,068	2.32
Delivery and route workers	9,061	.91
Sales managers and department heads, retail Buyers, wholesale, and retail trade	12,777	1.28
Restaurant, cafeteria, and bar managers	11,231	1.13
Salesclerks, retail trade	6,472	.65
Salesworkers, retail trade	11,085	1.11
Salespeople, service and construction	11,852	1.19
Managers and administrators, n.e.c.	16,773	1.69
Sales representatives, manufacturing	15,540	1.56
Sales representatives, wholesale	13,686	1.38
Insurance agents, brokers, and underwriters	11,013	1.11
Insurance adjustors, examiners, and investigators	10,922	1.10
Managers and superintendents, building	9,504	.96
Real estate agents and brokers	12,820	1.29
Real estate appraiser	15,449	1.55
Bus drivers	7,547	.90
Clinical laboratory technologists and technicians	8,558	.86
Registered nurses	8,085	.81
Practical nurses	5,873	.59
Nursing aides, orderlies and attendants	4,891	.49
Childcare workers, except private household	3,843	.37
Housekeepers, except private household	6,467	.65
Bookkeepers	6,528	.66
Bookkeeping and billing machine operators	6,437	.65
Calculating machine operators	6,727	.68

Table 5 (Continued)

Occupations Included in Study	1970 Median Earnings	Ratio of Median Earnings in Occupation to Median Earnings for All U.S. Occupations
Keypunch operators	$ 6,800	.68
Billing clerks	7,502	.75
Office machine operators, n.e.c.	6,603	.66
Miscellaneous clerical workers	8,116	.82
Payroll and timekeeping clerks	7,873	.79
Statistical clerks	8,231	.83
Shipping and receiving clerks	8,084	.81
Graders and sorters, manufacturing	6,451	.65
Stock clerks and storekeepers	9,813	.99
Personnel and labor relations workers	13,824	1.40
Secretaries, legal, medical and other	6,861	.69
Stenographers	7,522	.76
Typists	6,073	.61
Estimators and investigators	11,304	1.14
Electrical and electronic engineering technicians	11,201	1.13
Other technicians, except health	10,807	1.09
Data processing machine mechanics and repairers	12,407	1.25
Engineering and science technicians, n.e.c.	10,646	1.07
Air conditioning, heating and refrigeration mechanics	10,764	1.08
Auto body repairers	9,740	.98
Painters, manufactured articles	8,443	.85
Auto mechanics	9,067	.91
Farm implement mechanics and repairers	8,049	.81
Heavy equipment mechanics, including diesel	10,298	1.04
Carpenters	9,224	.98
Carpenter helpers	6,413	.64
Electricians	11,777	1.18
Bulldozer operators	9,237	.93
Excavating, grading, and road machine operators	9,770	.98
Crane, derrick and hoist operators	10,722	1.08
Brickmasons and stonemasons	10,613	1.07
Tilesetters	10,086	1.01
Painters, construction and maintenance	9,037	.91
Paperhangers	10,376	1.04
Plumbers and pipefitters	11,570	1.16

Table 5 (Continued)

Occupations Included in Study	1970 Median Earnings	Ratio of Median Earnings in Occupation to Median Earnings for All U.S. Occupations
Drafters	$11,201	1.13
Telephone line and splicing workers	10,231	1.03
Telephone installers and repairers	11,152	1.12
Radio and T.V. repairers	9,521	.96
Foremen	12,322	1.24
Printing press operators	10,576	1.06
Photoengravers and lithographers	12,498	1.26
Job and die setters, metal	10,655	1.07
Machinists	10,395	1.05
Pattern and model makers, except paper	12,583	1.27
Cutting operatives, n.e.c.	7,976	.80
Drill press operatives	8,667	.87
Grinding machine operatives	10,128	1.02
Lathe and milling machine operatives	9,952	1.00
Other precision machine operatives	10,067	1.01
Punch and stamping press operatives	8,491	.85
Sawyers	7,030	.71
Welders and flame cutters	9,643	.97
Solderers	6,564	.66
Tool and die makers	12,516	1.26
Hairdressers and cosmetologists	5,770	.58
Firefighters	11,613	1.17
Crossing guards and bridge tenders	6,746	.68
Police and detectives	11,104	1.12
Sheriffs and bailiffs	9,523	.96
Assemblers	7,594	.76
Checkers, examiners and inspectors, manufacturing	8,370	.84
Truck drivers	9,637	.97
All U.S. Occupations	9,945	N.A.

1/ Earnings figures have been adjusted to 1973 dollars to more closely reflect current wage scales. Median earnings are for workers who worked 50 to 52 weeks during the year.

Source: 1970 Census of Population

Table 6

Occupations of Special Interest to Vocational Education Because of Educational Attainment, Earnings, and Job Openings Levels [1/]

Occupations Included in Study	Projected Proportion of Workers Completing 12-15 Years of Education U.S., 1980	Ratio of Median Earnings in Occupation to Economy-wide Median, U.S., 1970	Projected Average Annual Job Openings 1970-80 in Kentucky
Bank officials and financial managers	51%	1.61	337
Delivery and route workers	58	.91	411
Salesworkers, retail trade	72	1.11	436
Salespeople, service and construction	69	1.19	240
Managers and administrators, n.e.c.	59	1.69	3,481
Sales representatives, manufacturing	59	1.56	256
Sales representatives, wholesale	68	1.38	507
Insurance agents, brokers and underwriters	68	1.11	241
Real estate agents and brokers	71	1.29	454
Registered nurses	76	.81	1,044
Payroll and timekeeping clerks	87	.79	229
Miscellaneous clerical workers	82	.82	741
Statistical clerks	85	.83	279
Shipping and receiving clerks	60	.81	243
Stock clerks and storekeepers	67	.99	392
Personnel and labor relations workers	55	1.40	364
Engineering and scientific technicians, n.e.c.	77	1.07	249
Auto mechanics	56	.91	433
Heavy equipment mechanics	59	1.04	637
Carpenters	51	.98	863
Electricians	72	1.18	467
Plumbers and pipefitters	64	1.16	435
Foremen	66	1.24	1,098
Welders and flame cutters	51	.97	584
Police and detectives	83	1.12	234
Assemblers	56	.76	1,208
Checkers, examiners, and inspectors, manufacturing	59	.84	842
Clinical laboratory technicians	58	.86	276
Estimators and investigators	68	1.14	231
Total	N.A.	N.A.	17,222
Total as a Percent of Occupations Studied			50%

[1/] Occupations on this list meet the following criteria: they are expected to average at least 225 job openings annually in Kentucky between 1970 and 1980; their 1970 median earnings nationally were at least three-fourths of the median for all occupations; and nationally at least half of the work force is expected to have between 12 and 15 years of education in 1980.

Table 7

Distribution of Kentucky Employment and Job Openings in Occupations Studied by U.S. Median Earnings, 1970 1/

Occupations with U.S. Median Earnings of:	Number of Occupations	1970 Employment	Average Annual Job Openings 1970-80
Less than $6,000	6	7.7%	8.4%
6,000 - 7,999	19	31.9	33.5
8,000 - 9,999	26	27.0	23.7
10,000 - 11,999	28	15.1	14.5
12,000 - 13,999	11	8.3	8.2
14,000 - 15,999	3	1.5	1.7
16,000 and over	2	8.5	10.0
Total	-	100.0%	100.0%
Total Number	95	536,498	34,780

1/ Earnings figures have been adjusted to 1973 dollars to more closely reflect current wage scales. Median earnings are for workers who worked 50 to 52 weeks, $9,945 in 1970 (in 1973 dollars).

Table 8

Employment by Race and Sex in Occupations Studied in Kentucky Distributed by U.S. Median Earnings, 1970 1/

Occupations with U.S. Median Earnings of:	Number of Occupations	Distribution of 1970 Employment			
		Male	Female	White 2/	Negro
Less than $6,000	6	5.1%	14.1%	7.1%	23.6%
6,000 - 7,999	19	22.0	55.4	32.0	27.4
8,000 - 9,999	26	30.8	18.0	26.9	29.7
10,000 - 11,999	28	19.5	4.6	15.2	14.0
12,000 - 13,999	11	10.4	3.3	8.5	3.6
14,000 - 15,999	3	1.8	0.6	1.5	0.3
16,000 and over	2	10.4	4.0	8.8	1.4
Total	N.A.	100.0%	100.0%	100.0%	100.0%
Total Number	95	378,554	157,944	514,705	21,793
Estimated Percent of Employment Below U.S. Median for All Occupations, 1970		58%	87%	66%	81%

1/ Earnings figures have been adjusted to 1973 dollars to more closely reflect current wage scales. Median earnings are for workers who worked 50 to 52 weeks, $9,945 in 1970 (in 1973 dollars).

2/ Includes all races other than Negro.

Table 9

Vocational Programs Related to Occupations Included in Conference Board Study

Occupation - BLS Title	Related Vocational Program
Buyers and shippers, farm products	Agricultural production
Farmers, owners and tenants	
Farm managers	
Farm foremen	
Farm laborers, wage workers	
Gardeners, except farm and groundskeepers	Landscaping
Bank officials and financial managers	Finance and credit
Stock and bond sales agents	
Delivery and route workers	Food distribution
Sales managers and department heads, retail	General merchandise
Buyers, wholesale, and retail trade	Apparel and accessories
Restaurant, cafeteria, and bar managers	
Salesclerks, retail trade	
Salesworkers, retail trade	
Salespeople, service and construction	
Managers and administrators, n.e.c.	
Sales representatives, manufacturing	Industrial marketing
Sales representatives, wholesale	Hardware, building materials, farm and garden supplies and equipment
Insurance agents, brokers, and underwriters	Insurance
Insurance adjustors, examiners, and investigators	
Managers and superintendents, building	Real estate
Real estate agents and brokers	
Real estate appraisers	
Bus drivers	Transportation
Clinical laboratory technologists and technicians	Medical laboratory assisting

Table 9 (Continued)

Occupation - BLS Title	Related Vocational Program
Registered nurses	Nursing (associate degree)
Practical nurses	Practical (voc.) nurses
Nursing aides, orderlies and attendants	Nursing assistance (aide)
Childcare workers, except private household School monitors	Care and guidance of children
Restaurant, cafeteria, and bar managers Housekeepers, except private household	Food management production and service
Bookkeepers	Bookkeepers
Bookkeeping and billing machine operators Calculating machine operators Payroll and timekeeping clerks	Machine operators (billing, bookkeeping, and computing)
Keypunch operators	Keypunch and coding equipment operators
Billing clerks Office machine operators, n.e.c. Miscellaneous clerical workers Payroll and timekeeping clerks Statistical clerks Bookkeeping and billing machine operators	General office clerks Filing, office machine, and general office clerks, other
Shipping and receiving clerks Graders and sorters, manufacturing	Shipping and receiving clerks
Stock clerks and storekeepers	Stock and inventory clerks
Personnel and labor relations workers	Interview and test technicians Personnel assistants
Secretaries, legal, medical and other	Secretary
Stenographers	Stenographer

Table 9 (Continued)

Occupation - BLS Title	Related Vocational Program
Electrical and electronic engineering technicians	Electrical technology
Other technicians, except health	Electronic technology
Data processing machine repairers	
Radio and T.V. repairers	
Engineering and science technicians, n.e.c.	Mechanical technology
Air conditioning, heating and refrigeration mechanics	Air conditioning
Auto body repairers	Body and fender
Painters, manufactured articles	
Auto mechanics	Mechanics
Farm implement mechanics and repairers	Agricultural power and machinery
Heavy equipment mechanics, including diesel	
Carpenters	Carpentry
Carpenter helpers	
Electricians	Electricity
	Electrical occupations
Bulldozer operators	Operation, heavy equipment
Excavating, grading and road machine operators	
Crane, derrick and hoist operators	
Brickmasons and stonemasons	Masonry
Tilesetters	
Painters, construction and maintenance	Painting and decorating
Paperhangers	
Plumbers and pipefitters	Plumbers and pipefitters
Drafters	Drafting
Telephone line and splicing workers	Industrial electrician

Table 9 (Continued)

Occupation - BLS Title	Related Vocational Program
Telephone installers and repairers	Communications
Radio and T.V. repairers	Radio and T.V.
Foremen	Foremanship, supervision, and management development
Printing press operators	Printing press occupations
Photoengravers and lithographers	Lithography, photo, and plate Photoengraving
Job and die setters, metal	Machine shop
Machinists	
Pattern and model makers, except paper	
Other precision machine operatives	
Cutting operatives, n.e.c	Machine tool operation
Drill press operatives	
Grinding machine operatives	
Lathe and milling machine operatives	
Other precision machine operatives	
Punch and stamping press operatives	
Sawyers	
Tool and die makers	Tool and die
Welders and flame cutters	Electric welding Combination welding
Solderers	Brazing and soldering
Hairdressers and cosmetologists	Cosmetology
Firefighters	Firemen training
Crossing guards and bridge tenders	Law enforcement training Police science technology
Police and detectives	
Sheriffs and bailiffs	

Table 9 (Continued)

Occupation - BLS Title	Related Vocational Program
Estimators and investigators, n.e.c.	No related program
Assemblers	No related program
Checkers, examiners and inspectors, manufacturing	No related program
Truck drivers	No related program

Source: U.S. Department of Labor, Bureau of Labor Statistics, "Matching 1970 Census Based BLS National-State Matrix Occupational Categories to Office of Education Instructional Programs," 1974, unpublished.

Table 10

Comparison of the Distribution of Completions by Vocational Program Area, All Programs and Programs Included in Study, 1975, 1980, Kentucky

Program Area	Distribution of Vocational Completions			
	1975		1980	
	All Programs	Programs Included in Study	All Programs	Programs Included in Study
Agriculture	14.2%	11.4%	9.6%	8.1%
Distributive education	11.6	7.3	9.2	5.6
Health occupations	5.5	5.6	7.3	6.7
Home economics, gainful	1.8	2.1	2.3	2.0
Office occupations	35.8	41.3	31.4	37.4
Technical occupations	1.2	1.2	2.2	2.3
Trades and industry	29.9	31.0	38.1	38.0
Total	100.0%	100.0%	100.0%	100.0%
Total Completions	19,116	16,506	25,640	21,570
Completions in programs included in study as a percent of all Kentucky completions		86%		84%

Source: Kentucky Department of Education, Bureau of Vocational Education

Table 11

Comparison of Estimated Vocational Completions in Kentucky in 1975 and 1980 with Projected Average Annual Job Openings 1970-80 for Occupations Included in Study

Program Area	Distribution of Vocational Completions 1975	Distribution of Vocational Completions 1980	Distribution of Average Annual Job Openings 1970-80
Agriculture	11.4%	8.1%	1.4%
Distributive education	7.3	5.6	28.2
Health occupations	5.6	6.7	8.3
Home economics, gainful	2.1	2.0	2.0
Office occupations	41.3	37.4	25.9
Technical occupations	1.2	2.3	1.3
Trades and industry	31.0	38.0	24.7
Other 1/	0.0	0.0	8.2
Total	100.0%	100.0%	100.0%

1/ Refers to job openings in occupations not currently trained for in vocational programs.

Source: Completions data from Kentucky Department of Education, Bureau of Vocational Education; job openings data from Kentucky Department of Human Resources.

Table 12

Enrollment in Vocational Programs Per 100 Persons Employed in Related Occupations, 1970, and Average Annual Rate of Growth in Employment, Related Occupations, 1970-1980, Kentucky

Vocational Program:	Enrollment Per 100 Persons Employed, 1970	Average Annual Rate of Growth in Employment, 1970-1980
Agricultural production	26	-4.5%
Landscaping	42	-2.2
Finance and credit	5	4.0
Food distribution	4	2.0
Apparel and accessories General merchandising	1/	2.7
Industrial marketing Hardware and building materials	1	3.0
Insurance	1	1.3
Real estate	11	4.6
Transportation	1/	2.5
Medical laboratory assistant	0	6.2
Nurse, associate degree	7	3.6
Practical nurse	34	5.5
Nurses assistants	3	3.5
Care and guidance of children	40	3.7
Food management production and service	10	2.6
Bookkeepers Machine operators (billing, bookkeeping and computing)	6	2.5
Keypunch and coding equipment operators	N.A.	-1.3
Filing, office machines, and general office clerks	75	3.9
Shipping and receiving clerks Stock and inventory clerks	0	2.6
Interviewers and test technicians Personnel assistants	0	5.1
Secretary Stenographer	22	4.1
Electrical technology Electronic technology	26	3.5
Mechanical technology	5	7.5
Air conditioning	28	6.2
Body and fender	25	1.2
Mechanics, auto Agricultural power and machinery	20	2.4

Table 12 (Continued)

Vocational Program:	Enrollment Per 100 Persons Employed, 1970	Average Annual Rate of Growth in Employment, 1970-1980
Carpentry	10	2.0%
Electricity Industrial electrician	51	3.8
Operation, heavy equipment	N.A.	3.2
Masonry	2	2.8
Painting and decorating	N.A.	1.8
Plumbing and pipefitting	6	3.8
Drafting	70	4.5
Communications Radio and T.V.	14	2.0
Foremanship, supervision and management development	1	2.1
Printing press occupations Lithography, photo, and plate Photoengraving	24	2.7
Machine shop Machine tool operation Welding Brazing and soldering Tool and die	23	3.2
Cosmetology	10	3.5
Firemen training	233	4.6
Law enforcement training	0	3.6
Occupations With No Related Vocational Program:		
Estimators and investigators, n.e.c.	0	3.5
Assemblers	0	2.5
Checkers, examiners and inspectors, manufacturing	0	3.1
Truck drivers	0	1.1
All Vocational Programs and Occupations Included in the Study	13	2.2

1/ Less than one person enrolled per 100 employed.

Table 13

Comparison of Distribution of Enrollment by Sex in Vocational Programs, 1972, Kentucky, With Distribution of Employment in Related Occupations, 1970, 1980

Vocational Program:	Distribution of 1972 Enrollment by Sex		Distribution of Employment by Sex			
			1970		1980	
	Male	Female	Male	Female	Male	Female
Agricultural production	99.0%	1.0%	96.8%	3.2%	96.3%	3.7%
Landscaping	76.9	23.1	96.5	3.5	95.5	4.5
Finance and credit	82.1	17.9	84.4	15.6	80.1	19.9
Food distribution	92.6	7.4	97.3	2.7	97.0	3.0
Apparel and accessories	61.4	38.6	67.3	32.7	66.8	33.2
General merchandising						
Industrial marketing	57.5	42.5	93.0	7.0	91.5	8.5
Hardware and building materials						
Insurance	16.7	83.3	88.1	11.9	86.6	13.4
Real estate	46.3	53.7	73.6	26.4	70.4	29.6
Transportation	5.6	94.4	76.8	23.2	66.2	33.8
Medical laboratory assistant	27.8	72.2	31.3	68.7	30.8	69.2
Nurse, associate degree	4.6	95.4	2.2	97.8	1.7	98.3
Practical nurse	5.0	95.0	3.2	96.8	2.9	97.1
Nurses assistants	4.2	95.8	16.3	83.7	11.9	88.1
Care and guidance of children	3.5	96.5	4.3	95.7	4.9	95.1
Food management production and service	15.5	84.5	49.5	50.5	45.7	54.3
Bookkeepers	25.3	74.6	19.5	80.5	19.3	80.7
Machine operators (billing, bookkeeping and computing)						
Keypunch and coding equipment operators	N.A.	N.A.	9.8	90.2	3.8	96.2
Filing, office machines, and general office clerks	10.9	89.1	34.4	65.6	24.4	75.6
Shipping and receiving clerks	0	0	83.6	16.4	80.1	19.9
Stock and inventory clerks	0	0	78.7	21.3	72.0	28.0
Interviewers and test technicians	0	0	74.4	25.6	82.1	17.9
Personnel assistants	0	0				
Secretary	.5	99.5	2.9	97.1	2.1	97.9
Stenographer						
Electrical technology	98.9	1.1	93.6	6.4	90.5	9.5
Electronic technology						
Mechanical technology	93.1	6.9	82.1	17.9	76.0	24.0
Air conditioning	99.9	0.1	98.4	1.6	97.3	2.7
Body and fender	100.0	0.0	91.6	8.4	88.8	11.2

Table 13 (Continued)

Vocational Program:	Distribution of 1972 Enrollment by Sex		Distribution of Employment by Sex			
			1970		1980	
	Male	Female	Male	Female	Male	Female
Mechanics, auto Agricultural power and machinery	99.1%	0.1%	98.7%	1.3%	97.9%	2.1%
Carpentry	99.5	0.5	98.7	1.3	97.7	2.3
Electricity Industrial electrician	99.9	0.1	98.3	1.7	97.3	2.7
Operation, heavy equipment	N.A.	N.A.	97.7	2.3	97.9	2.1
Masonry	100.0	0.0	98.3	1.7	97.4	2.6
Painting and decorating	N.A.	N.A.	95.1	4.9	92.2	7.8
Plumbing and pipefitting	91.9	8.1	91.4	8.6	87.9	12.1
Drafting	100.0	0.0	96.6	3.4	95.6	4.4
Communications Radio and T.V.	99.4	0.6	95.4	4.6	93.8	6.2
Foremanship, supervision, and management development	96.1	3.9	92.0	8.0	89.8	10.2
Printing press occupations Lithography, photo, and plate Photoengraving	91.4	8.6	88.7	11.3	85.8	14.2
Machine shop Machine tool operation Welding Brazing and soldering Tool and die	100.0	0.0	89.4	10.6	88.7	11.3
Cosmetology	2.6	97.4	4.9	95.1	4.9	95.1
Firemen training	98.4	1.6	99.7	0.3	99.4	0.6
Law enforcement training	0.0	0.0	90.3	9.7	89.0	11.0
Occupations With No Related Vocational Program:						
Estimators and investigators, n.e.c.	N.A.	N.A.	65.6	34.4	66.7	33.3
Assemblers	N.A.	N.A.	63.2	36.8	60.0	40.0
Checkers, examiners and inspectors, manufacturing	N.A.	N.A.	47.0	53.0	49.3	50.6
Truck drivers	N.A.	N.A.	98.5	1.5	97.5	2.5
Total of All Programs and Occupations Studied	74.9	25.1	70.6	29.4	66.3	33.7

Table 14

Median Earnings of Vocational Training Completers and Non-Completers by Educational Attainment and Occupational Group, U.S., 1970 1/

Occupational Group	Median Earnings of Workers with Educational Attainment of:					
	Less Than 12 Years		12-15 Years		16 and More Years	
	Completed Vocational Training	Did Not Complete	Completed Vocational Training	Did Not Complete	Completed Vocational Training	Did Not Complete
All occupations	$6,868	$5,642	$ 7,756	$6,943	$10,820	$11,195
Professional, technical and kindred workers	7,999	6,622	8,532	8.219	10,951	10,756
Managers and administrators, except farm	9,275	7,980	10,399	10,001	14,125	14,727
Salesworkers	6,450	5,173	7,644	7,095	11,124	12,026
Clerical and kindred workers	5,888	5,439	5,937	5,550	7,279	7,724
Craftsmen, foremen and kindred workers	8,737	7,503	9,659	8,729	10,365	11,531
Operatives, except transportation	6,622	5,550	7,365	6,407	7,241	7,661
Transportation equipment operatives	7,307	6,981	7,897	7,820	7,118	7,352
Laborers, except farm	6,008	5,561	6,854	6,667	6,617	6,783
Farm workers	4,218	3,573	5,841	5,698	6,512	7,481
Service workers, except private household	4,554	3,779	5,398	4,744	5,974	7,194
Private household workers	1,513	1,158	1,523	1,227	1,760	1,424

1/ Data are for persons 25-64 years old.
Source: 1970 Census of Population

847

Mr. QUIE. I don't say a management role, but a veto power. They lay out some recommendations, and you won't go along with them. You say that you will not sign off on it. Therefore, they have to work out some kind of agreement with you.

Mr. HOWARD. We have not had that unfortunate experience.

Mr. QUIE. So you have not been able to look at it thoroughly enough to see that they meet the needs.

Mr. HOWARD. We have had the opportunity to look at the plan from cover to cover, and make any comments we care to make on the plan, to engage in activities leading up to the plan.

The recommendations that are made by the council throughout the year, you will find them reflected in the plan. I would say that the council is satisfied with the present arrangement.

Mr. QUIE. Do you have enough money to do the work of the council?

Mr. HOWARD. Yes. We even provide some financial support to the regional committees, which I mentioned to you a while ago. We give them a $1,000 grant per year. This grant is for the purpose of allowing them to conduct those activities that they need to conduct in order to hold public hearings on vocational education, to write to the State council an annual evaluation report, and any other activities that they need to conduct during the course of the year. At this point, we are fiscally sound.

Chairman PERKINS. Mr. Blouin?

Mr. BLOUIN. Thank you, Mr. Chairman. I have no questions.

Chairman PERKINS. Mr. Hall.

Mr. HALL. I have no questions.

Chairman PERKINS. Mr. Lehman.

Mr. LEHMAN. Thank you, Mr. Chairman, but I have no questions.

Chairman PERKINS. Thank you very much. You have been most helpful to us, Mr. Howard. I hope that the whole system will benefit from the advisory councils that we have provided.

The next panel is comprised of Dr. Harold L. Carr, superintendent of Great Oak School in Cincinnati; Dr. Theodore Herklotz, director of vocational education, Cincinnati public schools; and Byrl Shoemaker, director of vocational education, Ohio Department of Education.

Come around, gentlemen. We will hear from you first, Dr. Carr. Your presentation will be entered in the record, without objection.

[Prepared statement of Dr. Harold L. Carr follows:]

GREAT OAKS

Joint Vocational School District

Testimony before the House Subcommittee on Elementary, Secondary, and Vocational Education.
The Honorable Carl D. Perkins Chairman

PREBLE
BUTLER
WARREN
Laurel Oaks
CLINTON
FAYETTE
Scarlet Oaks
Live Oaks
Diamond Oaks
CLERMONT
HIGHLAND
HAMILTON
BROWN

Dr. Harold L. Carr
Superintendent

DIAMOND OAKS CAREER DEVELOPMENT CAMPUS
LAUREL OAKS CAREER DEVELOPMENT CAMPUS
LIVE OAKS CAREER DEVELOPMENT CAMPUS
SCARLET OAKS CAREER DEVELOPMENT CAMPUS

Great Oaks Joint Vocational School District

3254 EAST KEMPER ROAD
CINCINNATI, OHIO 45241
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February 21, 1976

To the Honorable Carl D. Perkins, chairman, and to the Honorable members of the House Subcommittee on Elementary, Secondary, and Vocational Education, I wish to express my sincere appreciation for the opportunity to appear before you to present testimony on vocational education.

My remarks to the Committee today will relate primarily to direct experience factors associated with the development and operation of the Great Oaks Joint Vocational School District located in Southwest Ohio.

However, I would first like to introduce myself to the Committee. I began my career in vocational education as a high school vocational student in Mt. Vernon, Illinois. Bachelor's and Master's degrees were obtained in vocational education at the Southern Illinois University. During these educational activities and subsequent professional activities, I have worked in business and industry to obtain world of work experiences necessary to be an effective vocational educator.

I have taught vocational education at the high school level and have taught industrial technology at the university level. I have had further experiences as a vocational guidance counselor and administrator in a comprehensive school district. In addition, I have served as a research associate in vocational education at the National Center for Vocational and Technical Education at the Ohio State University where I obtained the Ph.D. degree in Vocational Education. Experiences after that have included work in the Ohio State Department of Education in the Division of Vocational Education, Director of Planning and Development for the Great Oaks Joint Vocational School District, and presently Superintendent of the Great Oaks District.

I wish to make these experiences available to the Committee as we discuss vocational education.

The Great Oaks Joint Vocational School District is an adjunct to and an extension of the curricula of thirty-five (35) city, suburban, and rural school districts in Southwest Ohio. These school districts have joined together to form a joint vocational school district which gives specific consideration to the needs and goals of high school youth and out-of-school youth and adults by providing preparation for the world of work as an integral segment of an inclusive and truly comprehensive educational program.

The District covers some 2,200 square miles, serves a general population of over 600,000 persons, and has a K-12 school enrollment of approximately 121,000 public and parochial students with a 9 through 12 enrollment of approximately 38,000 students. Four (4) career development campuses serve as vocational education attendance centers for the youth and adults of the thirty-five (35) participating school districts.

Great Oaks is governed by a thirty-three member Board of Education with members from all geographic areas of the District. Great Oaks uses business management concepts in its administration and functions on a team approach to management system.

The Great Oaks District was formed on a large regional geographic base to enable the District to provide an adequate program of vocational education to meet the needs and interests of youth and adults as well as serve the needs of the regional business and industry job market. The regional concept was further developed to provide for economy of operation while providing necessary support and administrative services without expensive duplication of effort. The regional development provides a broad spectrum of population interest which allows for instructional program development to better serve the unique needs of the youth and adults and business and industry. That is, a suburban youth interested in education in an agricultural field would have that opportunity available because the large geographic and population base provides enough interested student population to meet program enrollment requirements.

The development of Great Oaks has been a model of cooperative effort of local, State and Federal agency and organization planning. Extensive study with business and industry, students and parents, local governments, State and Federal agencies, and school districts was coordinated by the State Department of Education Division of Vocational Education to form the original development of Great Oaks. Examples of such planning and cooperation can be shown through many factors such as one career development campus being located on the former Clinton County Air Force Base, another located on the site of a former GSA depot, another campus located in the Appalachian area and partially funded through the Appalachian programming. Further cooperation is exemplified through the advisory, monetary and material contributions of business, industry, and the communities served.

The local, State and Federal investment in facilities and equipment of the four (4) career development campuses represents some fourty-five (45) million dollars. This investment could not have been possible without the cooperation of all.

The Great Oaks District works with participating districts to encourage the development and operation of career education programs including Career Motivation, Career Orientation, and Career Exploration. All of these programs are designed to better educate the students from kindergarten through the tenth grade in the world of work.

The eleventh and twelfth grade vocational education instructional programs at Great Oaks include such unique programs as abattoir, where students learn meat processing from slaughtering to the table cut processing; mobile home and recreational vehicle repair, hotel and motel operation; fire service training; police service training; and environmental science and protection. More common programs include such as secretarial, data processing, child care, auto mechanics, carpentry, masonry and sales and marketing. Seventy (70) different instructional program areas are available to the youth and adults of the District.

These programs in our third year of operation are serving approximately 5,000 high school youth and 8,000 adults. As a part of our adult vocational education, Great Oaks provides full time adult programs in cooperation with CETA prime sponsors and other Manpower development groups. These programs range from waiter-waitress training to truck driver training. Apprenticeship related instruction comprises a large part of the adult programming.

At the present time, Great Oaks is in the process of defining and developing procedures and methods for integrating handicapped and special needs individuals into the vocational education programming. This program is being designed to prepare these individuals for the competitive labor market. Residential vocational education is also provided to best serve the needs of certain youth and adults.

The vocational education program of Great Oaks goes far beyond job skill development for entry level jobs. It includes and stresses all facets of individual development, citizenship participation in the community and the basics of how to work. Youth clubs are integrated into the curriculum to assist in the development of individual leadership. All areas are designed with the concept of returning to and improving the American productivity and pride in one's job.

Great Oaks responsibility to the youth and adults does not end with the completion of an educational program. We provide an extensive job placement and follow-up service with our own staff in cooperation with business and industry and the Ohio Bureau of Employment Services. Activities such as Business and Industrial Career days at the campuses, student work experience situations in business and industry, and Ohio Bureau of Employment Service registration are a few of the techniques used to bring the employer and prospective employee together. Even the facilities are designed to mix staff, students and business and industry.

In addition, business and industry are invited and encouraged to use the vocational facilities for in-service training or sales meetings. The intent being to get them involved in the program and with the students. The first class to complete the program at Great

Oaks has an 83% job placement record in the field for which trained or in advanced study, and only 4% are unemployed seeking employment.

All instructional programs offered by Great Oaks are carefully planned and are responsive to the needs of business and industrial labor market while fulfilling the needs and interests of the population served. Business and industry provides employees and employers to serve on advisory committees. These advisory committees function from the initial thinking of a program and through to the program's evaluation and, if necessary, redirection. The programs must remain fluid and be constantly upgraded to be responsive to the technological advancement of business and industry.

The District is presently involved with the State Department of Education in upgrading and revising all of the vocational education courses of study on a formalized Statewide basis.

The area encompassed by Great Oaks forms what in Ohio is termed a vocational education planning district. The Great Oaks Board of Education is responsible for the coordination of all vocational education programming in the planning district. The State planning program termed "LEAP," *Local Education Agency Planning*, prepared on a one (1) year and five (5) year plan allows the State Department of Education to coordinate Statewide planning to prevent unnecessary overlap of programming or the lack of necessary programming. The LEAP planning provides a reality check on the needs of the population and the needs of business and industry.

The LEAP planning is a tremendous task, but necessary if vocational education is to remain relevant to the needs of all. Local plans as the one I have here today are submitted to the State Department from all vocational education planning districts. The State Department puts these together and provides guidelines on program development and/or phase out. This statewide information becomes a valuable tool in total planning of the local district.

Great Oaks is always concerned with the quality of the instructional programming. To that end, programs are evaluated on a continuing basis by the staff and local advisory committees. In addition, the Statewide vocational education evaluation program termed PRIDE - *Program Review for Improvement, Development and Expansion of Vocational Education* - provides an intensive involvement of citizens, staff, and State Department personnel in program evaluation. PRIDE reviews are conducted on a five (5) year cycle with one year follow-ups. The PRIDE program is an extremely effective evaluation system. The program also serves to prevent instructional programs from becoming totally localized in nature while allowing certain factors to serve the unique needs of the local business and industry. The PRIDE program format serves as the District's on-going program evaluation guide.

Vocational education is but one integrated part of the total educational program designed to develop our greatest national resources, that is, our human resources. Vocational education cannot be set apart from the total educational scene as something different or something to be taken later than other forms of education. Vocational education must be coordinated with other educational programs of the public schools.

Further, vocational education must be offered at a time when students are ready to learn and before they enter the labor market. Certain forms of education have not been successful or responsive to human resource needs because they have been separated by independent controlling boards. It is with these thoughts in mind that the Great Oaks District supports the concept of one State Board of Education with that State Board having total responsibility for the educational program of the State.

Vocational education, more than any other educational discipline, needs coordination at the local, State and Federal levels. This coordination can best be provided when vocational education remains an integral part of the total educational system managed by local and State Boards of Education. One State Board managing the total educational system would prevent one part of the educational program from overpowering any other part and would retain a balance of educational programming to serve the needs of all individuals.

I realize that this presentation has touched only briefly on a number of topics and possibly has not addressed itself to areas of which you have concern. However, I have included certain pieces of literature which your individual staffs may desire to review. The Great Oaks staff and I will be available for any assistance which we can give your Committee. We would also like to invite the Committee to visit Great Oaks and see first hand a vocational education district operating on a truly regional concept.

Thank you.

PARTICIPATING SCHOOL DISTRICTS
of the
GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT

Diamond Oaks Career Development Campus

Finneytown Local School District
Mount Healthy City School District
North College Hill City School District
Oak Hills Local School District
Southwest Local School District
Three Rivers Local School District

Laurel Oaks Career Development Campus

Blanchester Local School District
Clinton-Massie Local School District
East Clinton Local School District
Fairfield Local School District
Greenfield Exempted Village School District
Hillsboro City School District
Lynchburg-Clay Local School District
Miami Trace Local School District
Washington Court House City School District
Wilmington City School District

Live Oaks Career Development Campus

Batavia Local School District
Clermont-Northeastern Local School District
Forest Hills Local School District
Goshen Local School District
Indian Hill Exempted Village School District
Loveland City School District
Madeira City School District
Mariemont City School District
Milford Exempted Village School District

Scarlet Oaks Career Development Campus

Deer Park City School District
Greenhills-Forest Park City School District
Lockland City School District
Mason Local School District
Norwood City School District
Princeton City School District
Reading Community City School District
St. Bernard-Elmwood Place City School District
Sycamore Community School District
Wyoming City School District

Archdiocesan students will attend the campus related to their home high schools.

RESPONSIBILITY AND POSITION PAPER

THE GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT

ADOPTED BY THE BOARD OF EDUCATION, AS RECOMMENDED
BY THE POLICY COMMITTEE

MAY 17,1972

FOREWORD

The Great Oaks Joint Vocational School District was established by State Law upon request of the citizens of the District and is publicly supported at the wishes of these citizens to provide career education opportunities for youth and adults throughout all areas of the District.

The Great Oaks Joint Vocational School District is a recognized public school district, a governmental entity, a political subdivision of the State of Ohio as defined in Chapter 3301, Sections 3311.16 through 3311.218 of the Ohio Revised Code.

Continuous evaluation which is mandated and planned as an integral part of District functions generates a need for planning and a clear definition of purposes, goals, and responsibilities of the Great Oaks Joint Vocational School District educational system.

It is to this end that this Responsibility and Position Paper describes the commitment; population groups to be served; basic purposes, goals and functions; programs and services; operational premises; allocation of resources; cooperative arrangements; adaption to changing needs; and evaluation statements.

TABLE OF CONTENTS

Foreword ii

INTRODUCTION 1

COMMITMENT 2

POPULATION GROUPS TO BE SERVED 2

BASIC PURPOSES, GOALS AND FUNCTIONS 3

COMPREHENSIVE PROGRAMS AND SERVICES 5

OPERATIONAL PREMISES 8

ALLOCATION OF RESOURCES 9

COOPERATIVE ARRANGEMENTS 9

ADAPTATION TO CHANGING NEEDS 10

EVALUATION 10

INTRODUCTION

The Great Oaks Joint Vocational School District is an adjunct to and an extension of the curricula of the various participating school districts. The Great Oaks Joint Vocational School District gives specific considerations to the needs and goals of high school youth and out-of-school youth and adults by providing orientation to and preparation for the World of Work as an integral segment of an inclusive and truly comprehensive educational program.

The Great Oaks Joint Vocational School District program of instruction and related services is intended for all persons of the District for the purpose of expanding their knowledges and skills as useful citizens; thereby enabling them to obtain, retain, and advance salable skills for the World of Work in accordance with their desires, needs, interests, and abilities.

COMMITMENT

The Great Oaks Joint Vocational School District is committed to the challenge that persons in all communities of the District shall have ready access to career education based upon individual desires, needs, interests, and abilities. The commitment of the District is a reflection and extension of the National Legislative purpose as defined in the Vocational Education Amendments of 1968..............

"It is the purpose of this title to authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state - those in high school, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools - will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

The Great Oaks Joint Vocational School District is further committed to assisting participating school districts in the development, implementation, and operation of career awareness, orientation, and exploration programs for grades K through 10.

POPULATION GROUPS TO BE SERVED

The Great Oaks Joint Vocational School District is dedicated to meeting the needs of the general public of the District beyond the age of sixteen, regardless of sex, color, race, creed, or national origin, who can benefit from career education services. The District is committed to the development and conservation of human resources through career preparation, improvement and/or up-grading of salable skills.

Applicable population groups include all persons in different economic and employment situations, various educational levels, and many social and cultural heritages and backgrounds.

The Great Oaks Joint Vocational School District is committed to compliance with Title VI of the Civil Rights Act of 1964. It is further operationally committed to identifying and analyzing the socio-economic and educational characteristics of the District population in order to develop career education programs and services to meet identified needs.

BASIC PURPOSES' GOALS AND FUNCTIONS

The Great Oaks Joint Vocational School District Board of Education accepts the mandate of the people as expressed in State legislation. This mandate is implemented by developing and maintaining high quality career education programs and services throughout the District.

The career education program of the District shall include:

VOCATIONAL EDUCATION as that part of career education which is designed to provide individuals with skills, knowledges, habits, attitudes, and appreciations for initial entrance into, and advancement within, occupations or groups of related occupations requiring a substantial proportion of manipulative skills.

ADULT EDUCATION as that part of career education designed particularly to meet the needs of adults. It may be either full-time or part-time, general or vocational and include preparatory, supplemental, or up-grading career education.

PRE-PROFESSIONAL as that part of career education designed to prepare individuals with skills, knowledges, habits, attitudes and appreciations necessary to expedite their entrance into and progress within college level baccalaureate degree professional education programs.

TECHNICAL EDUCATION as that part of career education as a phase or level of vocational education highly supported by general education courses, designed to prepare individuals for entrance into and progress within technical occupations in which success is dependent largely upon technical information and understanding of the laws and principles of mathematics, science, and technology and/or problem solving and decision making relevant to modern designs, production, distribution, and human and public services.

Quality programs are developed through the functions of: Administration, guidance and counseling, planning, curriculum development and coordination, instructional supervision, teacher recruitment and training, instructional resource center services, equipment and facilities, and evaluation. Advisory committees are used extensively to assist in performing these functions.

The District recognizes and studies issues and new directions in career education. It identifies and studies new concepts, innovations and developments and the effects of social change on future demands and solutions to problems.

The individual is most important. The system evaluates the individual's needs, abilities, talents, and interests; accepts him where he is; and helps him develop his skills, knowledges, habits, attitudes, and appreciations to his fullest potential in order to prepare for the World of Work and to develop as an adjusted, self-sufficient and responsible citizen.

The basic concepts of the Great Oaks Joint Vocational School District recognize career education as more than training for specific job skills - - - career education is planned to develop abilities, understandings, attitudes, work habits, and appreciations which contribute to a satisfying and productive life. This system has the overall goal of developing American citizens who are competent economically, socially, emotionally, physically, and who are cognizant of their moral and civic responsibilities.

Based on the concern for the individual, each segment of the career education programs and services will be so designed to strive to develop in each individual:

a. Good citizenship and interpersonal relationships;
b. Self-initiative, self-reliance, and self-discipline;
c. Pride in self and personal performance;
d. Understanding and appreciation of the World of Work;
e. Respect for property, regulations, rules and other persons;
f. Loyalty to employer, job, occupation, community, and country;
g. Honesty, dependability, integrity, punctuality, and responsibility;
h. Mastery of the fundamental skills and tools of a chosen vocation;
i. Appreciation and knowledge of communications, history, government, culture, and society; and
j. Awareness of and response to changing trends, particularly in areas of individual speciality.

COMPREHENSIVE PROGRAMS AND SERVICES

Since the educational needs, interests, and abilities of the persons to be served are varied and change throughout their lifetimes, the system is called upon to provide a wide range of career education programs and services to youths and adults enrolled on a full-time and part-time day or evening basis in residence, as well as through field services.

The system offers a horizontal dimension to educational opportunities through broad-based career education programs that will contribute to effective performance in a wide variety of skills and jobs in cluster related occupational families in the fields of agriculture, business, distribution and marketing, health, home economics, trade and industry, and other personal and public service and interdisciplinary fields.

The system offers a vertical dimension to educational opportunities through occupational preparation in job-related and specialized education programs such as those leading to one and two year vocational certificates, associate degrees, apprenticeships, extension, adult basic, and career ladder development.

The system also offers a flexible dimension to educational programs which are conducted part-time and full-time through short courses, institutes, seminars, and other special community service activities.

The career education program and services form the basic vehicle for implementation and will continuously reflect the following characteristics:

a. Flexibility, sensitivity, and responsiveness to actual needs;

b. Breadth of offerings, both in terms of number of occupational programs available, and how completely each occupation is covered;

c. Continuous educational development of individuals;

d. Coordinated, articulated leadership;

e. Determination to meet qualitative and quantitative high standards;

f. Consultative and auxiliary services;

g. Progressive planning and administration, using all resources and agencies available and useful;

h. Aggressive, positive outlook and determination to provide adequate staff, facilities, and financing;

i. Responsiveness to new, relevant information and experience;
j. Willingness to innovate; and
k. Awareness of the employment fields, as well as willingness to adopt programs to meet foreseeable needs.

Each career education program or service will be organized around the following premises:

a. It must prepare the individual for initial job entry and continuing successful employment as a base responsibility;
b. It is goal-centered and related to employment;
c. It is relevant to the social and economic conditions of our society and to the maturity of the individual;
d. It prepares for successful participation in our society as morally and civically responsible and productive citizens;
e. It provides for a continuing education component designed for advancement, up-grading and/or re retraining; and
f. It provides for an extension of related education that is necessary for successful participation in society.

Related education is an important part of the career education system and is offered in various forms, types and levels to support specialized educational experiences and meet interests and needs of individuals. It may be an integral part of the full-time curricula; related instruction in the apprenticeship and other extension programs; basic education for both youth and adults; high school programs for adults; or part-time education for self-enrichment and improvement of civic competencies. The system is committed to providing related education as required by the people for effective functioning in a changing technological society.

OPERATIONAL PREMISES

To insure that the intent of the foregoing is a part of the total career education programs and services of the District, the following are stated as operational premises:

A. Specific effort will be made to develop the career education programs and services in a practical and realistic environment comparable to current working conditions, using up-to-date materials, equipment, operations, procedures, and staff. Thus, all building programs, materials, equipment and staff shall be flexible and adaptable to change.

B. The instructional programs shall duplicate actual on-the-job thinking habits and manipulative skills.

C. Guidance and counseling programs shall be initiated to fit the career education to the individual interest, desire, aptitude, and ability to profit from such training.

D. Special services shall be provided individuals at all levels who have special needs that effect their adjustment to and maximum performance in their chosen career education program.

E. Individuals attending any career education program will do so through a voluntary application. All earnest and qualified applicants who need and can profit from such instruction shall be admitted if it is possible to place them into the chosen program. The "open door" admission policy refers to the "open doors" of the District and not to specific programs.

It is the responsibility of the student services staff to assist individuals in finding suitable career education programs.

F. Special emphasis shall be given to the selection of an instructional staff with successful on-the-job experience as a master tradesman or businessman and who have a desire to understand and help students as well as to respect their privacy and individuality.

G. Minimum standards for on-the-job performance must be met for a student's continuation in an instructional program.

H. All instructional programs shall be aimed to the present and future employment fields through open channels of communication and planning.

I. "Hands on" occupational experiences shall form the basis of each instructional program to give sophistication and authority to students entering the World of Work.

J. Master craftsmen, key members of business and industrial groups, and representatives of government and community agencies shall serve as advisors to the planning and on-going building, curriculum development, equipment procurement, and job placement programs.

K. The individual student shall be the focus of attention; the student will be analyzed, counseled, and encouraged to maintain his interest and maximum development as a person and as a productive and responsible citizen.

L. The administration and instructional program shall remain flexible with emphasis on individual needs and practical, mutually beneficial relationships with participating school districts, communities, agencies, and business and industry.

M. The District shall continue after program completion to maintain contact with the individual and to assist with job placement and further career development.

ALLOCATION OF RESOURCES

In keeping with the concept of providing career education and services for citizens in all areas of the District, program priorities shall be determined by their ability to meet District-wide needs. Allocations shall be made to maximize efficient use of resources, to prevent unwarranted duplication of services and to make certain that voids in operations are corrected.

COOPERATIVE ARRANGEMENTS

Cooperative working relationships shall be maintained with interested and concerned local, regional, state, and national agencies and professional organizations; participating school districts; county boards of education; and other groups and organizations for the purpose of identifying, analyzing, and solving mutual problems. These agencies shall be drawn upon in planning and implementing projects, programs, and services to meet the health, education, welfare and employment needs of the people. Such relationships are essential in interpreting, integrating and relating the system in the communities.

ADAPTATION TO CHANGING NEEDS

Changes in educational needs dictate modifications in organizational structures, administrative policies and procedures, and instructional methodologies, as well as continual emphasis on personnel and leadership development to meet current and future educational challenges.

State, District, and local advisory committee work research and planning activities, surveys and experimental studies, conferences, seminars and workshops, and constant communication with the public through departmental and attendance campus coodinators, are important means that shall be used in adapting to changing needs of the people.

EVALUATION

The Great Oaks Joint Vocational School District will provide continual assessment of the effectiveness of the Career education and service programs. This evaluation will be coordinated directly with the Division of Vocational Education's Project Program Review for Improvement, Development, and Expansion in Vocational Education (Project P R I D E).

Components of the evaluation system will include Process Variable Review, Organization and Administration

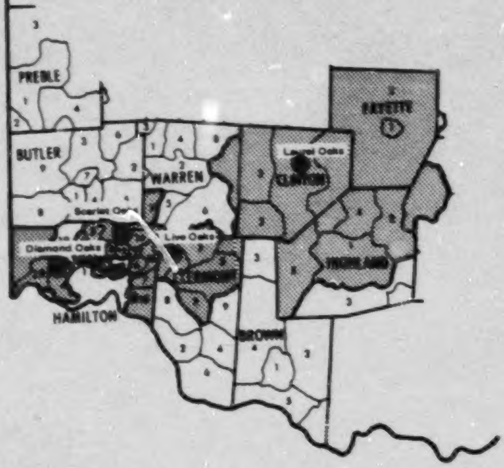
Review, Product Review, Acceptance and Congruence Review, and AdHoc Review.

Periodic reports will be furnished to the Great Oaks Joint Vocational District School Board of Education, Great Oaks Joint Vocational School District Administrative and Operational Staff, participating school districts, and the Division of Vocational Education, the State Advisory Council, and other interested and concerned groups and organizations.

GREAT OAKS

Joint Vocational School District

OPERATIONAL MANAGEMENT BOOKLET


PREBLE
BUTLER
WARREN
CLINTON
Laurel Oaks
FAYETTE
Scarlet Oaks
Live Oaks
Diamond Oaks
HIGHLAND
HAMILTON
BROWN

GREAT OAKS BOARD OF EDUCATION

Dr. Harold L. Carr
Superintendent

August 15, 1975

Great Oaks Joint Vocational School District

MANAGEMENT SYSTEM

BASE CONCEPTUALIZATION

The conceptualization of the organizational pattern for the Great Oaks Joint Vocational School District has been planned through and designed to function within the integration and application of management team approach and systems theory and concepts to school management. This conceptualization is not revolutionary; its ingredients are new only in their arrangement and use.

The Great Oaks school management system integrates elements of such systems approaches as Management by Objectives; Systems Analysis; Systematic Program Analysis (SPA); Cost Benefit Analysis; Cost Effectiveness; and Planning, Programming, Budgeting Systems (PPBS).

The operational sub-concepts and methodologies haye not been finalized at the present time, but interrelationships among the various elements are integrated and have Board approval for implementation.

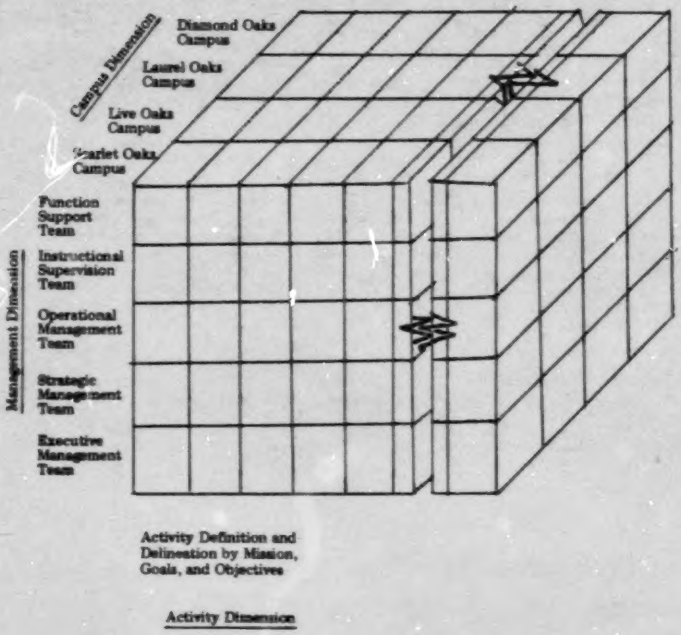
The purpose of this paper is to illustrate the Personnel Management System designed to function within the management team and systems concept to avoid wasteful overlapping and unnecessary duplication of effort and cost. This system is based on a program structure which consists of a management team breakdown, grouping, and ordering of the total effort of Great Oaks. This breakdown, grouping, and ordering of efforts provides a framework for visualizing internal and external environmental factors as an integrated whole for decision-making.

The system would function as illustrated in Figure 1 to:

1. Make the decision-making process explicit.
2. Assure the decision-makers a choice of valid comparable alternatives.
3. Express the ingredients for decisions in concrete quantifiable terms, and when they cannot be quantifical, attempt to be explicit about the incommersurables.
4. Build in a dimension over time that tries to see today's decisions in terms of their longer term consequences.
5. Take account of all costs inherent in decisions.
6. Institutionalize change by providing continuing analysis of Goals and Objectives and programs.
7. Relate the wealth of data available on almost any subject or name in a way that is useful to decision-making.

The Planning and Decision-Making Matrix (Figure 1 and related figures) provides for a definition and delineation of all activity efforts in relation to the Great Oaks JVSD mission, goals and objectives (Activity Dimension). These activity efforts then receive priority action from various management teams (Management Dimension) as these activities relate to the various campuses (Campus Dimension).

FIGURE 1 - GREAT OAKS PLANNING AND DECISION-MAKING MATRIX IN RELATION TO MANAGEMENT TEAMS


Campus Dimension
Diamond Oaks Campus
Laurel Oaks Campus
Live Oaks Campus
Scarlet Oaks Campus
Management Dimension
Function Support Team
Instructional Supervision Team
Operational Management Team
Strategic Management Team
Executive Management Team
Activity Definition and Delineation by Mission, Goals, and Objectives
Activity Dimension

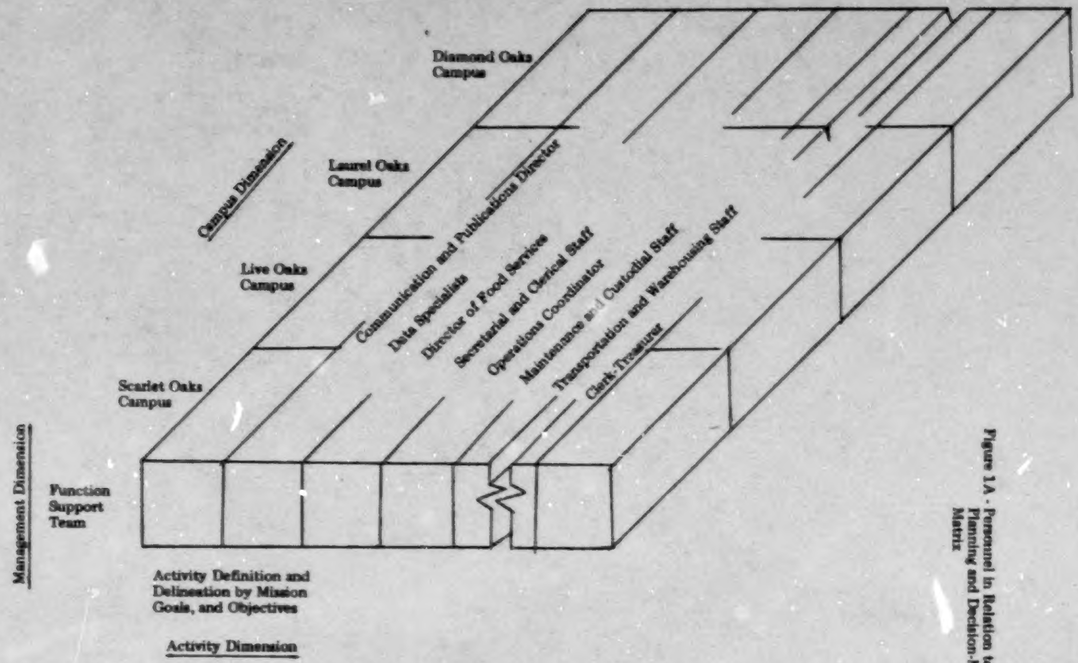

Diamond Oaks Campus
Laurel Oaks Campus
Live Oaks Campus
Scarlet Oaks Campus
Campus Dimension
Communication and Publications Director
Data Specialists
Director of Food Services
Secretarial and Clerical Staff
Operations Coordinator
Maintenance and Custodial Staff
Transportation and Warehousing Staff
Clerk-Treasurer
Management Dimension
Function Support Team
Activity Definition and Delineation by Mission Goals, and Objectives
Activity Dimension

Figure 1A - Personnel in Relation to Planning and Decision-Making Matrix

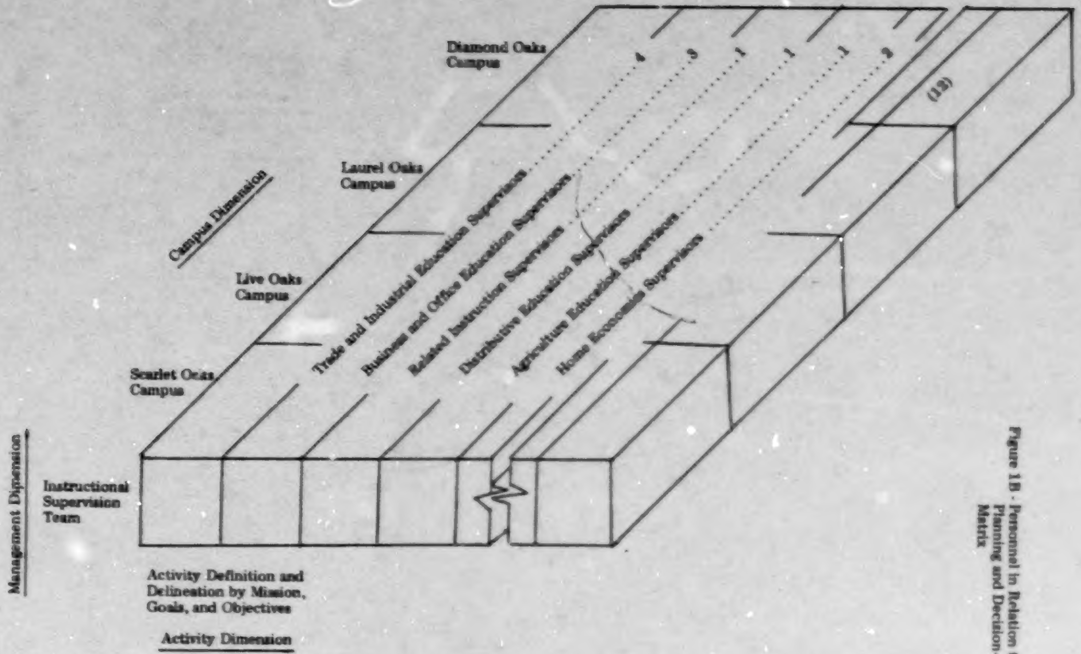
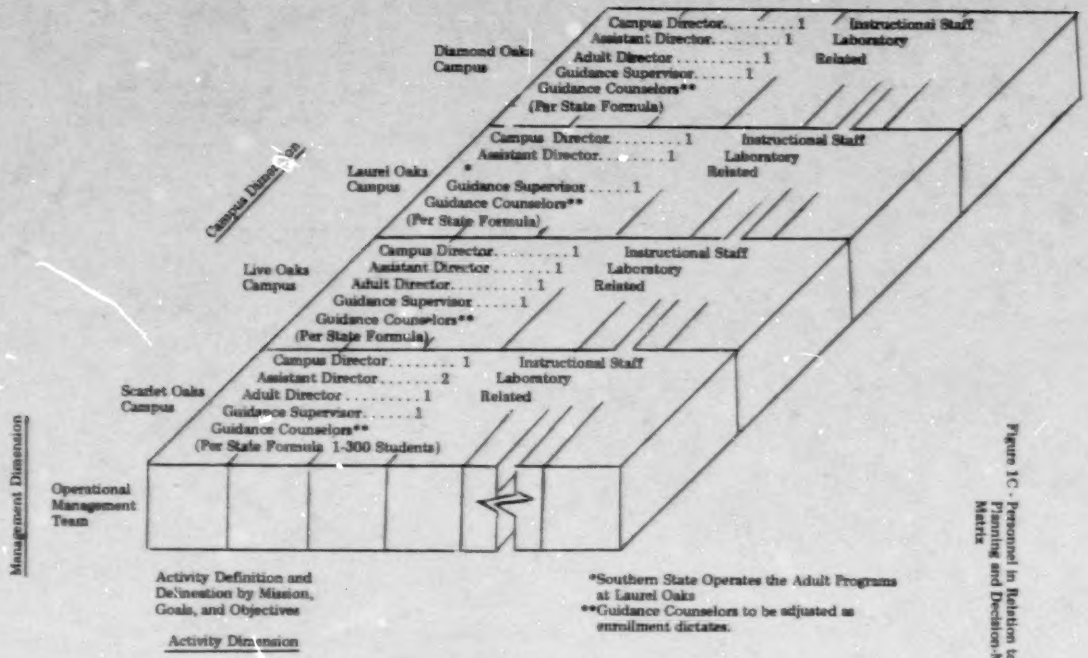

Diamond Oaks Campus
Laurel Oaks Campus
Live Oaks Campus
Scarlet Oaks Campus
Campus Dimension
4
3
1
1
1
2
(12)
Trade and Industrial Education Supervisors
Business and Office Education Supervisors
Related Instruction Supervisors
Distributive Education Supervisors
Agriculture Education Supervisors
Home Economics Supervisors
Instructional Supervision Team
Management Dimension
Activity Definition and Delineation by Mission, Goals, and Objectives
Activity Dimension

Figure 1B - Personnel in Relation to Planning and Decision-Making Matrix


Campus Director 1
Assistant Director 1
Adult Director 1
Guidance Supervisor 1
Guidance Counselors**
(Per State Formula)
Instructional Staff
Laboratory
Related
Diamond Oaks Campus
Campus Director 1
Assistant Director 1
*
Guidance Supervisor 1
Guidance Counselors**
(Per State Formula)
Instructional Staff
Laboratory
Related
Laurel Oaks Campus
Campus Dimension
Campus Director 1
Assistant Director 1
Adult Director 1
Guidance Supervisor 1
Guidance Counselors**
(Per State Formula)
Instructional Staff
Laboratory
Related
Live Oaks Campus
Campus Director 1
Assistant Director 2
Adult Director 1
Guidance Supervisor 1
Guidance Counselors**
(Per State Formula 1-300 Students)
Instructional Staff
Laboratory
Related
Scarlet Oaks Campus
Operational Management Team
Management Dimension
Activity Definition and Delineation by Mission, Goals, and Objectives
Activity Dimension

*Southern State Operates the Adult Programs at Laurel Oaks

**Guidance Counselors to be adjusted as enrollment dictates.

Figure 1C - Personnel in Relation to Planning and Decision-Making Matrix

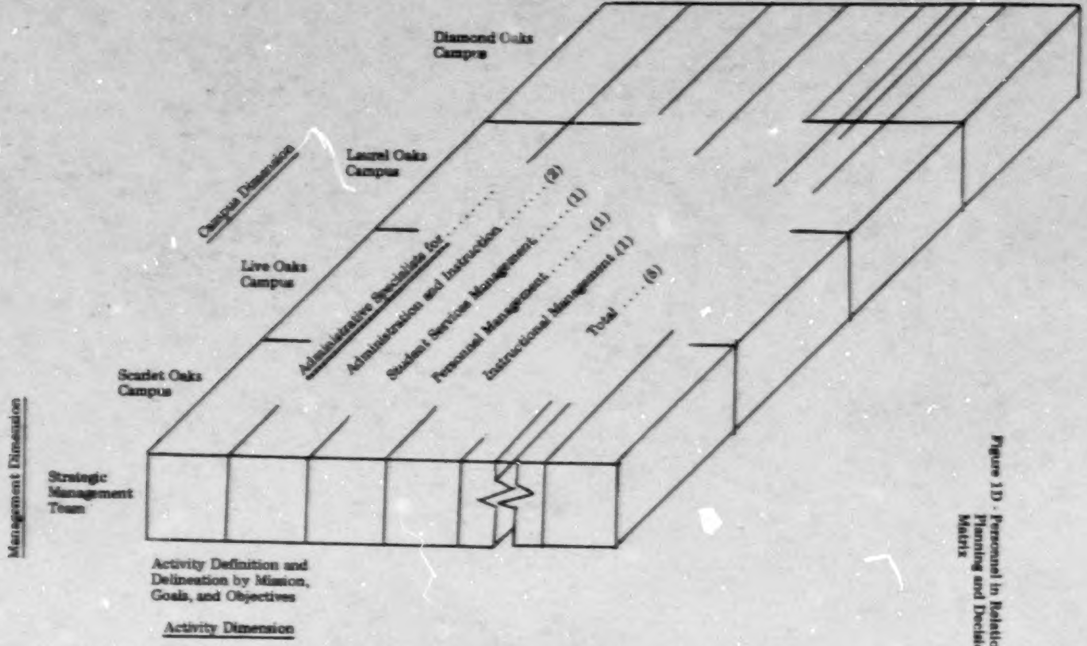

Diamond Oaks Campus
Laurel Oaks Campus
Campus Dimension
Live Oaks Campus
Scarlet Oaks Campus
Administrative Specialists for
Administration and Instruction .... (2)
Student Services Management .... (1)
Personnel Management .... (1)
Instructional Management (1)
Total ..... (5)
Management Dimension
Strategic Management Team
Activity Definition and Delineation by Mission, Goals, and Objectives
Activity Dimension

Figure 1D · Personnel in Relation to Planning and Decision-Making Matrix

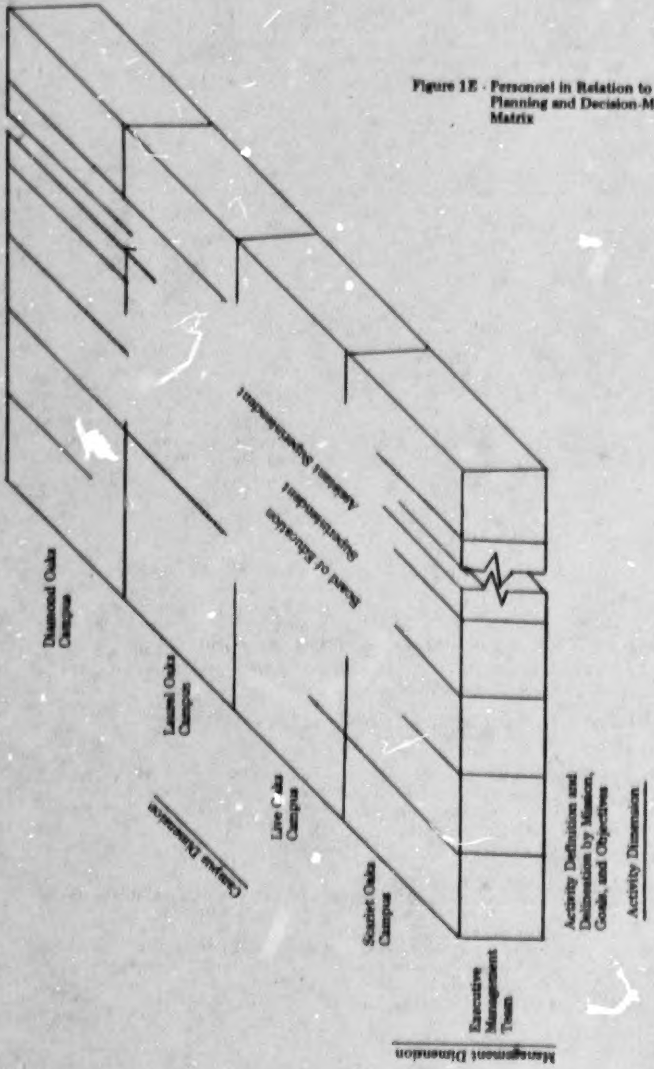

Diamond Oaks Campus
Laurel Oaks Campus
Live Oaks Campus
Scarlet Oaks Campus
Campus Dimension
Board of Education
Superintendent
Assistant Superintendent
Executive Management Team
Management Dimension
Activity Definition and Delineation by Mission, Goals, and Objectives
Activity Dimension

Figure 1E · Personnel in Relation to Planning and Decision-Making Matrix

This systems approach permits a clear definition of responsibility by the ordering of responsibility and in turn eliminates unnecessary duplication of effort. Resources are allocated on the basis of elements within the matrix and the matrix forms the framework for evaluation and recycling of all activity efforts.

TEAM APPROACH

The Great Oaks JVSD Management System has been particularly developed on a team management approach without line and staff delineation. This deliberate systems approach does not negate the assignment of task and decision-making responsibility but involves a functioning informational relationship and responsibility assignment throughout the system. This approach provides for better coordination and more effective functioning within and among the integrated Management teams.

EXECUTIVE MANAGEMENT TEAM

Figure 2 illustrates the composition of the Executive Management Team. This team, consisting of the Board of Education, Superintendent, and Assistant Superintendent, provides planning, decision-making, and follow-through in administration and policy-making and over-all activity effort. These individuals provide supervision and assistance to other management teams in implementing administrative procedures, policies, and activity efforts which are developed from the Alternative Phase I planning and decision-making process.

STRATEGIC MANAGEMENT TEAM

Figure 2 also illustrates the composition of the Strategic Management Team. These five members of this management team are directly responsible for the implementation of policies and activity efforts orginating from the Alternative Phase I process. Using this information input, this team must also formulate planning and decision-making in the Alternative Phase II process.

The five team members are termed Administrative Specialists due to their expertise in various areas of alternative implementation.

THE ADMINISTRATIVE SPECIALIST FOR STUDENT SERVICES MANAGEMENT

MISSION:

The primary mission of the administrative specialist for student services is to assume overall leadership and administrative responsibility for the development, implementation, and management of the student services programs, procedures, and policies.

GOALS AND ACTIVITIES

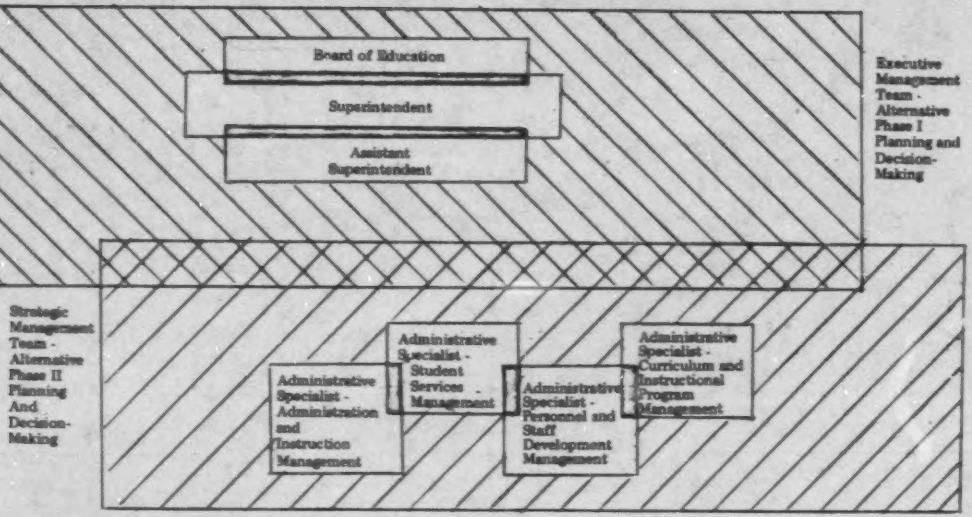
Guidance and Counseling

...develop informational materials and dissemination programs as required to inform students, parents, and participating school districts of instructional opportunities.

...initiate and administer individual and group guidance and/or counseling programs related to recruitment, orientation, enrollment, appraisal, placement, and follow-up activities and services.

...organize and coordinate utilization of consultation services, community

FIGURE 2 - Executive Management Team - Alternative Phase I Planning and Decision-Making and Strategic Management Team - Alternative Phase II Planning and Decision-Making Operational


Board of Education
Superintendent
Assistant Superintendent
Executive Management Team - Alternative Phase I Planning and Decision-Making
Strategic Management Team - Alternative Phase II Planning And Decision-Making
Administrative Specialist - Student Services Management
Administrative Specialist - Curriculum and Instructional Program Management
Administrative Specialist - Administration and Instruction Management
Administrative Specialist - Personnel and Staff Development Management

resources, special services, and planning and research activities.
...recommend policies and develop procedures concerning the interrelationship of the student, parent, participating school and career development campus.
...develop and coordinate the student record system.
...review, monitor, and maintain the student services programs through cooperative development with campus personnel, including the student services supervisor, to provide District continuity.

Health and Safety

...develop and coordinate District health and safety programs related to the individual instructional programs and overall programs in first aid training, personal health and hygiene, and industrial safety.
...develop and coordinate maintenance of necessary health records, accident procedures, emergency procedures and referral services.
...develop and maintain interagency communication (Health Services, Industrial Commission, participating schools).

Special Services

...develop and coordinate visiting teacher attendance services programs to provide information and consultation to students, parents and staff.
...develop and supervise reference and consultation services for areas of special need—psychological, speech and hearing, etc.

Administrative-Board Relationships

...plan and administer procedures for student services staffing, organization, and appraisal in cooperation with personnel services and campus administration.
...represent the administration to the Board on student services matters and concerns.
...recommend policies and develop procedures relating to the student services.

Agency Relationships

...develop and maintain relationships and procedures to meet requirements of public agencies relating to student services functions (State Department and Federal agencies).
...develop and maintain student enrollment relationships with other VEPD's in the regional planning district.

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.
...serve on Ad Hoc and/or continual study groups as assigned.
...discharge other duties and responsibilities as may be designated by the superintendent, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

THE ADMINISTRATIVE SPECIALIST FOR ADMINISTRATION AND INSTRUCTION (2)

MISSION:

The primary mission of the administrative specialist for administration and instruction is to assume District leadership and administrative responsibility for support and directive services as required to continually review, develop, and improve the administration, the operational aspects, and the instructional program of the assigned campuses.

GOALS AND ACTIVITIES

Participating Schools

...develop and maintain relationships with participating districts and their high schools to provide consistent interpretation of policy, procedures, and instructional programs.

...maintain communicative and cooperative resolution of questions relating to the campus and home school.

Campus

...develop and maintain consistent programs relating to educational staff, operational staff and students.

...review, monitor, and maintain policies and procedures relating to educational and support operations including personnel procedures, staffing, appraisal, in-service and development.

...review, monitor, and maintain policies and procedures including necessary records relating to inventory control, vehicle usage, field trips, health and safety, study transportation, facilities/equipment and preventative maintenance and repair, and other operational areas (food service, custodial service, clerical service).

...review, monitor, and maintain policies and procedures relating to students and student services.

...review and monitor records and requests for professional leave, sick leave, staff attendance, vacation schedules, emergency leave.

...develop necessary budgetary information related to campus operation and review, monitor, and maintain necessary campus budgetary and purchasing procedures.

...develop recommendations for materials and sources for central purchasing.

...develop, monitor and maintain procedures relating to facility utilization, facility usage, and outside student or program work projects, student clubs, activity funds, building committees, and advisory committees.

...develop, monitor, and maintain procedures and program activities relating to the Adult Education program.

...review, monitor, and direct District policies and procedures as related to the total campus operation.

Agency Relationships

...develop relationships and procedures to meet requirements of public agencies relating to campus operation (State Department and Federal agencies).

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...discharge other duties and responsibilities as may be designated by the superintendent, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

THE ADMINISTRATIVE SPECIALIST FOR PERSONNEL AND STAFF DEVELOPMENT

MISSION:

The primary mission of the administrative specialist for personnel and staff development is leadership and administrative responsibility for personnel management procedures and staff development as required to provide optimum staffing of the educational and support functions for the central administrative office and all campuses.

GOALS AND ACTIVITIES

Personnel Management

...determination of personnel trends.

...develop and implement staffing procedures - recruiting, processing, interviewing, selection, recommendation, placement, transfer, promotion, exit interview, release and release procedure.

...develop and maintain records, reports, and communications as required by law, administrative regulation, and/or Board policy.

Staff Development

...develop and implement in-service/staff development programs.

...develop and implement appraisal programs relating to the staff development program.

Administrative-Board Relationships

...represent the administration and Board in staff relationships - cooperative and adversary - negotiations.

...represent the administration and advisory to the Board in policy development.

...develop and maintain calendars on school operation and professional staff.

...assume cooperative responsibility with the clerk-treasurer for salary administration and records related to sick leave, emergency leave, vacation eligibility, and professional meetings.

...develop financial data required for short- and long-range budgetary planning.

Agency Relationships

...develop relationships and procedures to meet requirements of public agencies relating to personnel functions (State Department and Federal agencies).

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...discharge other duties and responsibilities as may be designated by the superintendent, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

THE ADMINISTRATIVE SPECIALIST FOR CURRICULUM AND INSTRUCTIONAL PROGRAM MANAGEMENT

MISSION:

The primary mission of the administrative specialist for curriculum and instructional program management is to assume District leadership and to promote, develop and review the instructional program on a District-wide basis to assure that all programs maintain acceptable performance levels in accordance with District and State standards and expectations.

GOALS AND ACTIVITIES

Curriculum and Instruction

...direct and coordinate District instructional program development and implementation.

...direct the development of curricular and instructional program materials.

...review and recommend District instructional materials.

...coordinate completion of State instructional program reports.

...coordinate District-wide instructional program review activities.

...assist in staff development as needed.

Analysis and Research

...coordinate the supervisors' activities relative to instructional programming.

...direct District research and ad hoc study projects relative to instructional programming.

...coordinate VEPD curricular considerations as applicable.

Administration-Board Relationships

...represent the administration to the Board on instructional program matters and concerns.

...administer, on a District basis, the student teacher program.

...administer District craft advisory committee functions.

Agency Relationships

...develop relationships and procedures to meet requirements of public agencies relating to curriculum, instruction and analysis functions (State Department and Federal agencies).

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...discharge other duties and responsibilities as may be designated by the superintendent, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

The interlocking pattern shown in Figure 2 and the brief descriptions above illustrate how the team approach will function in the management process.

OPERATIONAL MANAGEMENT TEAM

Figure 3 illustrates the composition and interrelationships of the Alternative Phase III planning, decision-making, and implementation Operational Management Team. This team is composed of building directors and assistant directors, student services staff and instructional staff.

CAMPUS DIRECTOR

MISSION:

The primary mission of the campus director is to assume leadership and responsibility for all activities involved in the operation, control, evaluation and continued development of students, personnel, instructional programs and facilities to provide optimum vocational programs at the campus level.

GOALS AND ACTIVITIES

Students

...maintain an on-going student services program for enrollment of students into programs optimizing their successful completion and initial job placement.

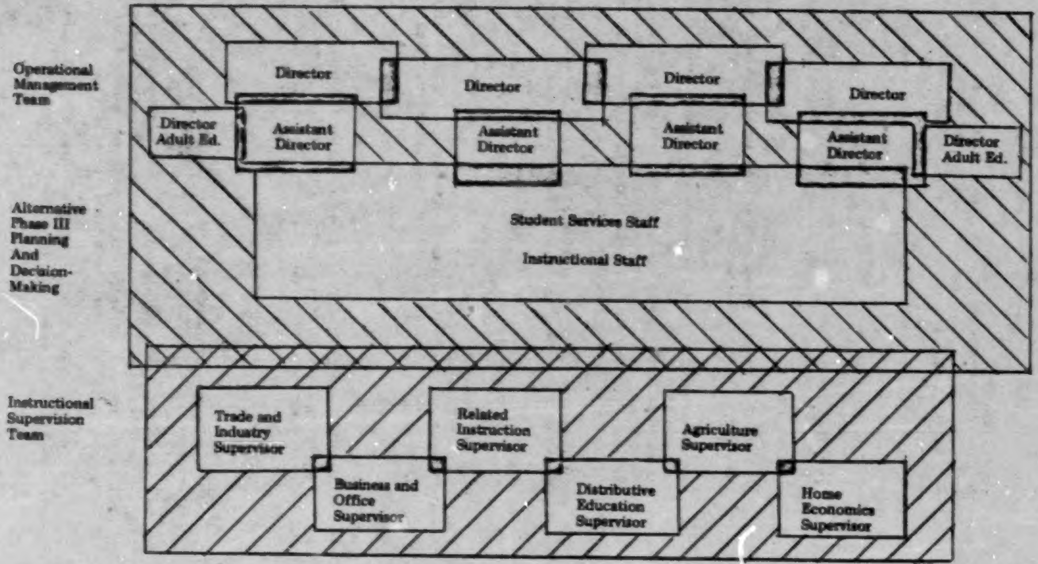
...maintain appropriate and effective behavior to meet District policy and student needs in relation to successful program participation.

...maintain effective communications between the campus and home schools to provide opportunities for student participation.

...maintain effective and active vocational clubs.

...maintain a cooperative relationship with the administrative specialists in the development and implementation of District policy and program.

FIGURE 3 – Operational Management Team and Instructional Supervision Team - Alternative Phase III Planning and Decision-Making


Operational Management Team
Director
Director
Director
Director
Director Adult Ed.
Assistant Director
Assistant Director
Assistant Director
Assistant Director
Director Adult Ed.
Alternative Phase III Planning And Decision-Making
Student Services Staff
Instructional Staff
Instructional Supervision Team
Trade and Industry Supervisor
Related Instruction Supervisor
Agriculture Supervisor
Business and Office Supervisor
Distributive Education Supervisor
Home Economics Supervisor

Curriculum and Instruction

...provide direction and accountability for the campus instructional program within the established District guidelines.

...develop and maintain a cooperative relationship with instructional supervisors to provide the necessary assistance for all professional personnel.

...develop and maintain a cooperative relationship with campus and District personnel to provide, review, and recommend instructional objectives, activities, supplies and equipment.

...develop and maintain active craft advisory committees.

...maintain a cooperative relationship with the administrative specialists in the development and implementation of District policy and programs.

...maintain a coordinated program of adult education with administrative articulation.

Personnel

...maintain an awareness of professional and support personnel to provide information relative to staffing needs, development and implementation of staffing procedures.

...maintain adequate personnel accounting procedures to provide timely and accurate records according to District regulations and Board policy.

...maintain adequate in-service and staff development programs including an industrial visitation program.

...maintain an adequate and effective appraisal program in relationship to the District appraisal calendar and Board policy.

...maintain cooperative relationship with the administrative specialists in the development and implementation of District policy and program.

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...discharge other duties and responsibilities as may be designated by the superintendent, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

ASSISTANT DIRECTOR

Assistant directors serve in a direct and support role in campus administration; therefore, the unique campus setting will create varying position descriptions as the individual requirements of the campus may dictate.

STUDENT SERVICES SUPERVISOR

MISSION:

The student services supervisor is directly responsible through the campus director with coordinating relationships through the administrative specialist for student services. The responsibilities of the student services supervisor include the coordination and supervision of the pupil personnel services of the campus.

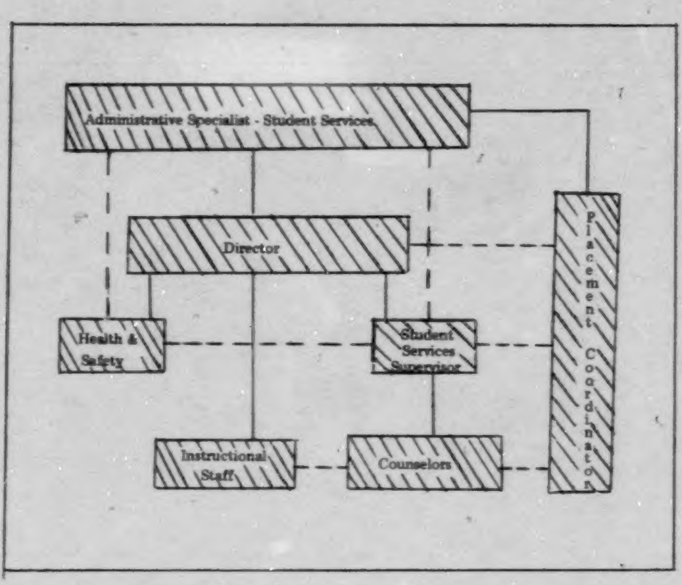
GOALS AND ACTIVITIES

Resource Person

...serve as a resource person for the school administration, counselors and staff in regard to: employment trends and opportunities for students, post-high school business and technical training programs, status of the local labor market, and State and Federal Labor and Minimum Wage laws.

Counseling

...counsel students concerning vocational plans for further training.


Administrative Specialist - Student Services
Director
Health & Safety
Student Services Supervisor
Instructional Staff
Counselors
Placement Coordinator

DISTRICT STUDENT SERVICES PROGRAM

...provide appropriate occupational information to students.

...provide students with information concerning post-high school training.

...assist students with information concerning post-high school training.

...do group guidance with students.

...supervise and coordinate the campus counseling program. Work closely with the counselors regarding all areas of counseling, teaching, placement, grade, personal, etc.

Enrollment

...provide participating schools with needed information concerning enrollment of students into the campus(es).

...cooperate with the administrative specialist for student services, guidance counselors, and staff in updating and improving enrollment procedures.

...supervise and coordinate the enrollment of students in his campus area. This includes the enrollment of students from his campus in the other campus areas.

Placement

...assist counselors and staff in finding suitable part-time employment for students.

...assist counselors and staff in placing graduating seniors in full-time employment.

...maintain the necessary records to carry out the above responsibilities.

Planning

...conduct job related surveys, studies and statistical reports common to the guidance department.

...improve and extend vocational education opportunities in cooperation with the administration and staff.

...prepare vocational graduate profile.

Public Relations

...meet with business, community, and industrial groups to keep them informed of the District's vocational counseling services.

...submit information concerning students and counseling for publication to the local newspapers and professional journals to the director.

Guidance Library

...plan and administer a vocational reference libarary. Help students locate suitable materials.

...plan and administer a library of materials in such subjects as: colleges and universities, other institutions for advanced training, military information and opportunities, scholarship and financial aid information, how to study, and personal characteristics.

Liaison Between Campus and Participating Schools

...provide the participating schools assistance in the orientation of students concerning the campus.

...coordinate and supervise the orientation for students entering the campus.

...follow-up of students and their progress at the campus.

...cooperate with the administration in the reporting of student progress to the participating schools.

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...Discharge other duties and responsibilities as may be designated by the director, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

GUIDANCE COUNSELORS

MISSION:

The primary mission of the guidance counselor is to assume responsibility for student relationships with home, community and school relationships from enrollment through placement and follow-up. All facets of student adjustment in educational, social and personnel areas are interrelated to the total adjustment process.

GOALS AND ACTIVITIES

Information Service

...provide information regarding educational, career, and social concerns of students.

...recruitment of students: tours, program visitations, phone contacts, open houses, slide and video presentations.

...assist home school counselors regarding program information: brochures, monthly meetings.

...services available to students: free lunch, student health, career day, draft registration, athletic eligibility.

Pupil Appraisal and Record Service

...maintain and interpret student data and files; check for graduation requirements; transcripts from home school and campus grades.

...administer and interpret test data to students, parents, and instructors.

...maintain adequate communication with all home school counselors concerning individual students.

Counseling Service

...provide individual and group counseling to assist with understanding self in relation to school and others.

...provide individual and group counseling to assist with increasing motivation for learning.

...provide individual and group counseling to assist with improving self-discipline and work habits.

...provide individual and group counseling to assist with information gathering techniques.

...provide individual and group counseling to assist with developing better methods of problem solving.

...provide individual and group counseling to assist with clues to job hunting and the interview.

...provide individual and group counseling to assist with personal development and goal direction.

Group Guidance Service

...coordinate a diversity of group guidance programs monthly.

Consultative Service

...work with instructors concerning individual students, classroom problems, and curriculum.

...work with public in maintaining good public relations regarding vocational education.

Parent Conference Service

...provide opportunities for individual and group discussion concerning the development of their children with program instructors, administrators, and home school counselors.

Resource Coordination Service
...coordinate use of school and community resources available for student referral.
...assist in best utilization of other members of the staff.

Placement Service
...assist students in educational career planning: college and technical school information, entrance test information, financial aid.
...relay information regarding job opportunities to appropriate instructor.
...maintain employer bank.
...career-industry day.
...assist in enrollment and transfer of students from program to program or program to home school.

Evaluation and Planning Service
...develop appropriate follow-up procedures - post graduation.
...curriculum development.

Other
...maintain awareness of current educational trends, professional literature and legal documents - Self Development.
...serve on Ad Hoc and/or continual study groups as assigned.
...discharge other duties and responsibilities as may be designated by the director, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

HEALTH AND SAFETY COORDINATOR

MISSION:

The health and safety coordinator is responsible through the campus director for daily and special schedules and professional performances. Coordinates guidance oriented activities including counseling with the student services supervisor and clears matters relating to policy, procedures, forms, and publications with coordination through the administrative specialist for student services.

All coordinators hold the basic or multi-media first aid card and the instructor's certificate of same as meets OSHA standards in addition to their registered nurse's certificate and special vocational certifiate.

GOALS AND ACTIVITIES

...all health records of students.
...required initial screening of students with apparent visual, hearing, and other health related problems, including accidents and outbreaks of disease.
...all reports involving health and safety records as required by law and the administration.
...understanding and enforcement through administrative delegation by the campus director of State health and safety regulations of laws pertaining to students in joint vocational schools.
...serve as instructor and consultant to the staff on matters of health and safety.
...develop first aid and safety programs for staff and students.
...do instruction and group work in areas of hygiene, social disease, and disease prevention.
...assist the director and instructors in monitoring industrial safety programs and codes as defined in OSHA and also monitoring campus health and safety regulations.
...work closely with the student services supervisor in programs for

programs for individual students as well as groups of students in areas involving health, hygiene, and safety.

...make medical referrals of students.

...clear matters relating to policy, procedures, forms, and publications with the administrative specialist for student services by way of the campus director and/or student services supervisor.

...report in writing, on form provided, all accidents and how handled. Injuries requiring medical or surgical attention shall be immediately reported by phone to the parents or guardian, whose responsibility it shall be to contact the physician and hospital of their choice and arrange for transportation thereto.

...keep confidential medical records in the coordinator's office on all students with special medical problems that could become emergencies or need special handling.

...maintain a list of available physicians, emergency units, and nearest emergency treatment centers for ready reference.

...keep a record of all student and staff emergency cases, accidents, visitations, and how handled, maintained on a daily basis and reported quarterly to the director and administrative specialist for student services.

...provide required tuberculin testing of staff and report findings to the administrative specialist for personnel.

...maintain open communications with administration, staff, students, parents, and the community.

...maintain and improve professional knowledge and skills through in-service training, conferences, meetings, and further college or university training programs as applicable.

...develop and display a set of procedures for first aid which is generally followed in daily routine and may be followed by a substitute in event of the coordinator's absence or unavailability.

...keep all medications locked in a special medicine cabinet.

...provide for the development of, securing of, and displaying of safety and helath posters and information.

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...Discharge other duties and responsibilities as may be designated by the director, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

INSTITUTIONAL SUPERVISION TEAM

This team, also shown on Figure 3, consists of the instructional supervision personnel arranged in a cluster concept. That is, the Trade and Industrial Education supervisors will be responsible for occupational clusters throughout all campuses rather than working in one campus or all instructional areas. The Related Instruction supervisor would be responsible at the campus level for the supervision of English and Social Studies programs as well as other related subject areas and the Instructional Materials Center and programmed instruction.

INSTRUCTIONAL PROGRAM SUPERVISORS

MISSION:

The primary mission of the instructional program supervisor is to assume District leadership and responsibility for the development of District curricular programs and provide leadership in instructional program improvement.

GOALS AND ACTIVITIES

Curriculum and Instruction

...provide leadrship and direction to campus administration and teachers in curriculum development maintenance and revision and in interpreting District course outlines, objectives and their parameters.

...assist in analyzing class student groups in developing topical outlines realistic to the class and in lieu of District course outlines.

...provide leadership and instructional expertise for teachers in understanding and utilizing sound educational practices and procedures.

...provide leadership and instructional expertise for teachers in organizing and implementing realistic and effective yearly, weekly, and daily instructional planning.

...provide leadership and assist campus administration and teachers in identifying equipment, instructional materials and supplies, needed to meet instructional objectives on a weekly, yearly and daily basis.

...provide leadership in identifying and implementing ways for teachers from the different campuses to share instructional problems, solutions, and ideas.

...provide leadership and expertise in assisting teachers in understanding and implementing effective grade procedures which follow District and campus guidelines.

...alert teachers to new (or different) instructional techniques, materials, projects, activities or supplies which would assist the teacher in better meeting his instructional objectives.

...assist the teacher in understanding his strengths, weaknesses, goals and potential to provide requested assistance to the teacher to attain that to which he commits himself.

...provide District continuity in the promotion and operation of vocational clubs.

...provide District continuity to the development and operation of craft advisory committees.

...maintain a cooperative relationship with administrative specialists and directors in the development and implementation of District policy and programs.

...identify problems encountered by new teachers and develop recommendations relative to re-orientation, in-service, and staff development programs.

...review the effectiveness of new programs from the development stages through operational implementation.

...review student articulation from participating school to campus and within the program, junior to senior level.

Other

...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.

...discharge other duties and responsibilities as may be designated by the administrative specialist for curriculum and instructional management, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

...develop and maintain time schedules, communication processes, and operations ethics with campus administration and teachers.

...develop and carry out specific activity assignments with realistic time frames, communication process, and evaluation process in relationship to the administrative specialist for curriculum and instructional management.

...study and provide communication and process involvement in the planning activities related to the addition or deletion of instructional programs.
...study and develop, in relationship to the administrative specialist for curriculum and instructional management, recommendations on: course of study and curriculum development, curriculum materials, textbooks and reference books, planning forms and procedures, laboratory management, youth club organizations, laboratory uniforms, equipment and supplies, purchasing, program operational guidelines, and other instructional program input which may be required to assist the campus administration and instructional staff in effective and efficient operation of instructional programs. Further, at the direction of the administrative specialist for curriculum and instructional management, to provide assistance and direction for the implementation of activities, process and/or procedures developed from such study and recommendations.

ADULT EDUCATION DIRECTORS

MISSION:

The primary mission of the adult education director, in direct relationship to the campus director and with coordinated relationship through the administrative specialist for administration and instruction, involves responsibility for developing, implementing and administering adult education programs at the campus level.

GOALS AND ACTIVITIES

...develop part-time and full-time courses for training and up-grading of workers from business and industry.
...work with advisory committees to determine the nature and kind of training needed by the people in the community and business and industry.
...supervise instruction and develop and implement teacher improvement programs.
...make provision for having appropriate instructional equipment, supplies and materials available for instructors.
...develop and supervise related training for various apprenticeship programs.
...supervise Adult Basic Education.
...work with various State and Federal reports and programs.
...Call on business and industry to exchange adult training ideas and to provide information relative to Great Oaks Adult Education programs.
...work with personnel services in regard to instructor qualifications and certification requirements and secure adult education instructors.
...coordinate adult program with other Great Oaks campuses.
...placement and follow-up services for adult students and provide assistance to employers.
...organize and supervise office and clerical work as related to the Adult Education program.
...develop and revise instructional materials including course outlines and textbook adoptions.
...maintain budget and control system at the campus level covering income and expenditures including control over chargeable purchases as related to Adult Education programming.
...maintain liaison with all applicable day-school personnel and operations.
...participate in a personal program of professional improvement including membership in appropriate professional organizations.
...maintain awareness of current educational trends, professional literature and legal documents - Self Development.

...serve on Ad Hoc and/or continual study groups as assigned.
...discharge other duties and responsibilities as may be designated by the campus director, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

PLACEMENT AND JOB DEVELOPMENT COORDINATOR

MISSION:

To assume leadership with the developmental and operational responsibility for the coordination and supervision of the District-wide student job placement, job opportunity development and follow-up program.

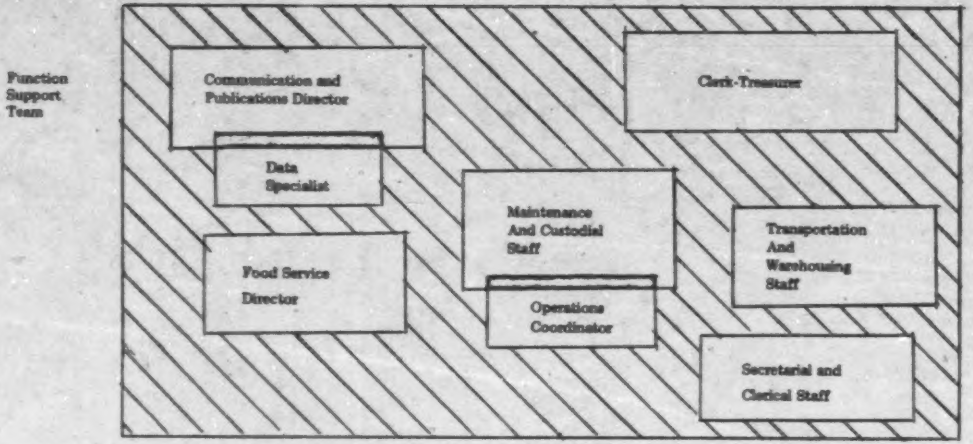
GOALS AND ACTIVITIES

...work with the administrative specialist for student services and campus directors in the development and implementation of staff in-service programs related to job placement and follow-up.
...provide assistance and in-service programs for student services personnel and instructors in placement and follow-up activities.
...develop programs to provide District continuity in the promotion and operation of placement and follow-up activities.
...develop placement and follow-up activities relative to the early placement responsibility of the program instructor.
...miantain relationships through/with the administrative specialist for student services and the advisory committee for job placement and follow-up.
...develop, maintain and coordinate activities with all agencies (business, industrial and public service) to generate employment opportunities.
...develop, maintain and evaluate research activities, including student follow-up, to provide information related to current and potential vocational programs and the present or future job opportunities and trends.
...develop relationships and procedures to meet requirements of public agencies relating to placement and follow-up functions.
...maintain an awareness of current educational trends, business and industrial trends, professional literature and legal documents - Self Development.
...develop and provide sources of information, materials and techniques for staff personnel to promote job placement opportunities and follow-up activities.
...discharge other duties and responsibilities as may be designated by the administrative specialist for student services, act for him as he directs, or, in his absence, in the appropriate area of responsibility.

FUNCTIONAL SUPPORT TEAM

No attempt is made in the Management Position Paper to delineate or define the various roles of members of the Functional Support Team. The positions are directly related to other described positions in a functional support role, and therefore are delineated locally to fulfill these support functions so required. Local delineation may vary due to the uniqueness of a given setting

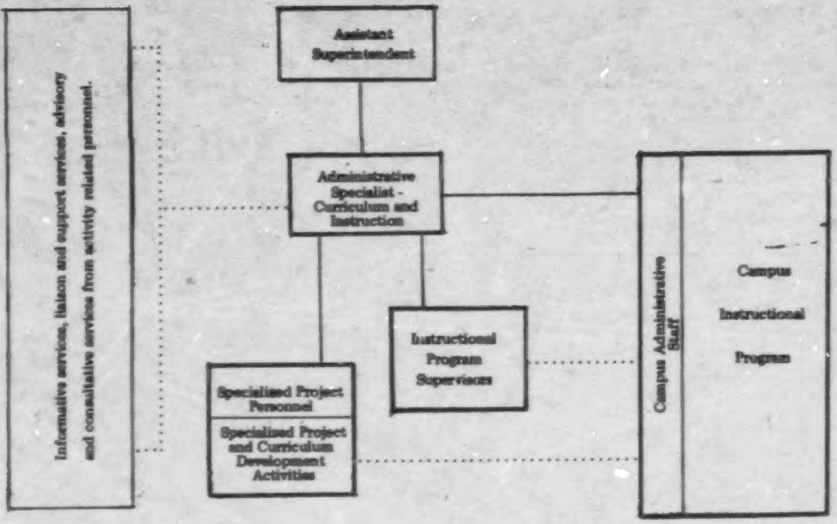
FIGURE 4 - Function Support Team


Function
Support
Team
Communication and
Publications Director
Data
Specialist
Food Service
Director
Maintenance
And Custodial
Staff
Operations
Coordinator
Clerk-Treasurer
Transportation
And
Warehousing
Staff
Secretarial and
Clerical Staff

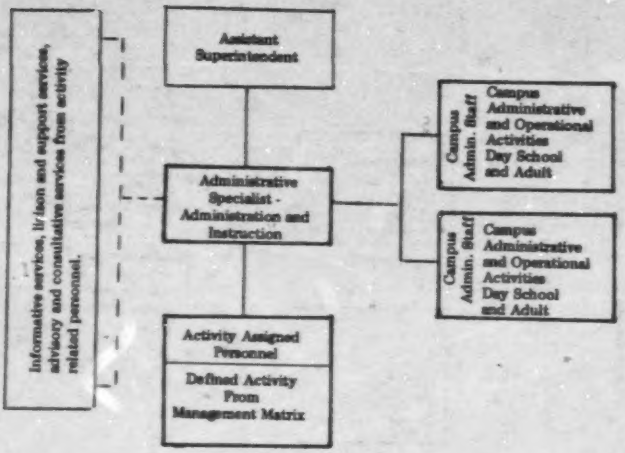
PROTOCOL RESPONSIBILITY RELATIONSHIPS WITHIN THE TEAM MANAGEMENT STRUCTURE

Protocol responsibility and relationships are developed and assigned from the activitiy dimension of the management matrix. This development and assignment is made for direct accountability within the functional operation of the management team.

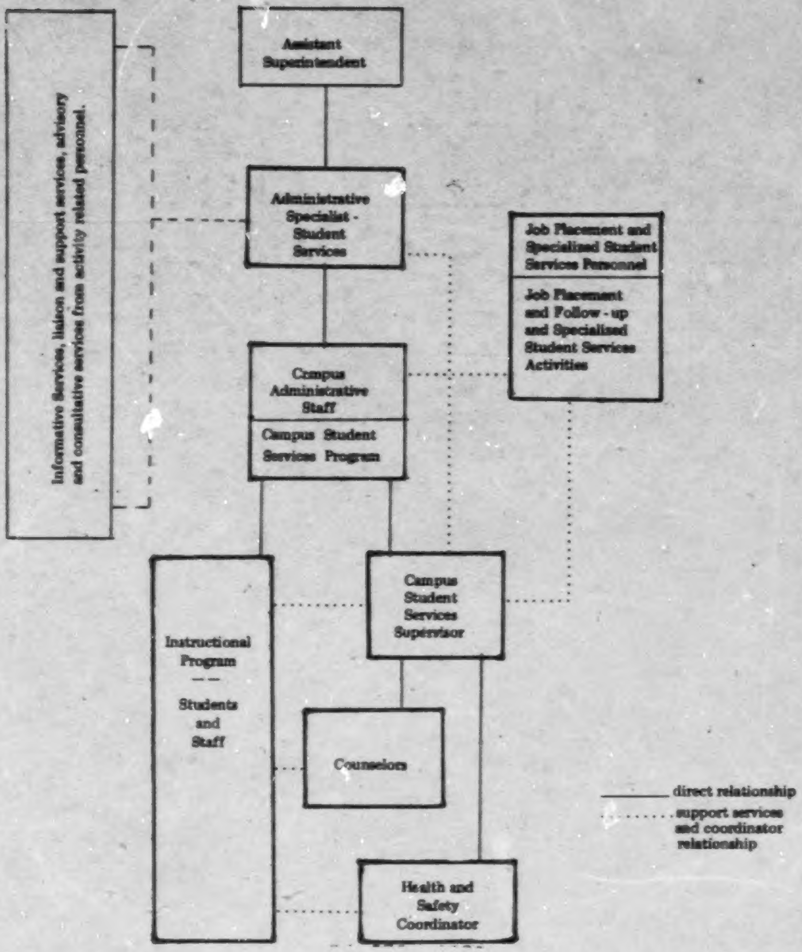
Protocal responsibility and relationships will vary as personnel are chosen for participation in particular activities within and across the management matrix. However, certain relationships exist within the day-to-day operation of the management team. Examples which follow are illustrative of these relationships.

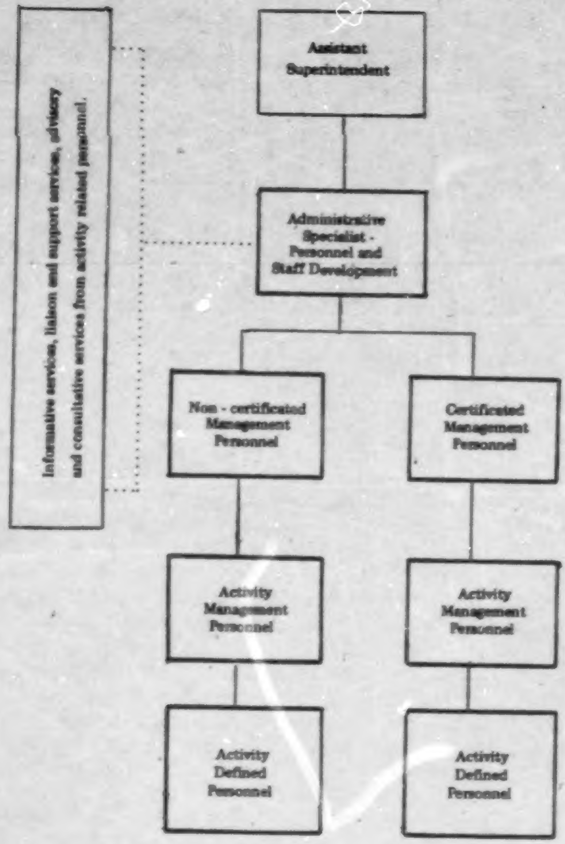

Informative services, liaison and support services, advisory and consultative services from activity related personnel.
Assistant Superintendent
Administrative Specialist - Curriculum and Instruction
Instructional Program Supervisors
Specialized Project Personnel
Specialized Project and Curriculum Development Activities
Campus Administrative Staff
Campus Instructional Program

Administrative Specialist - Administration and Instruction


Assistant Superintendent
Informative services, liaison and support services, advisory and consultative services from activity related personnel.
Administrative Specialist - Administration and Instruction
Campus Admin. Staff
Campus Administrative and Operational Activities Day School and Adult
Campus Admin. Staff
Campus Administrative and Operational Activities Day School and Adult
Activity Assigned Personnel
Defined Activity From Management Matrix

Administrative Specialist - Student Services


Informative Services, liaison and support services, advisory and consultative services from activity related personnel.
Assistant Superintendent
Administrative Specialist - Student Services
Job Placement and Specialized Student Services Personnel
Job Placement and Follow - up and Specialized Student Services Activities
Campus Administrative Staff
Campus Student Services Program
Instructional Program
Students and Staff
Campus Student Services Supervisor
Counselors
Health and Safety Coordinator
direct relationship
support services and coordinator relationship


Assistant Superintendent
Administrative Specialist - Personnel and Staff Development
Informative services, liaison and support services, advisory and consultative services from activity related personnel.
Non - certificated Management Personnel
Certificated Management Personnel
Activity Management Personnel
Activity Management Personnel
Activity Defined Personnel
Activity Defined Personnel

STATEMENT OF DR. HAROLD L. CARR, SUPERINTENDENT, GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT

Dr. CARR. Thank you, Chairman Perkins, and members of the committee. We appreciate the opportunity of appearing here before you today, and explaining a part of our vocational program to you.

My remarks to the committee today will relate primarily to direct experience factors associated with the development and operation of the Great Oaks Joint Vocational School District located in southwest Ohio.

I am from southern Illinois, which Mr. Hall knows, and that forms part of my background. I started my career in vocational education as a high school vocational student. I am quite proud of that and I am now working in that field to help others attain their goals too.

Let me attempt to summarize what we are talking about in our testimony to you.

The Great Oaks Joint Vocational School District is an adjunct to and an extension of the curricula of 35 city, suburban, and rural school districts in southwest Ohio. The district covers an area of some 2,200 square miles, serves a general population of over 600,000 persons, and has a kindergarten through 12 school enrollment of approximately 121,000 public and parochial students with a 9 through 12 enrollment of approximately 38,000 students.

It is governed by a 33 member board of education with members from all geographic areas of the district. Great Oaks uses business management concepts in its administration and functions on a team approach to management system.

The Great Oaks district was formed on a large regional geographic base to enable the district to provide an adequate program of vocational education to meet the needs and interests of youth and adults as well as serve the needs of the regional business and industry job market.

The development of Great Oaks has been a model of cooperative effort of local, State and Federal agency and organization planning. We are very proud of that planning.

Extensive study with business and industry, students and parents, local governments, State and Federal agencies, and school districts was coordinated by the State department of education to form the original development of Great Oaks.

We have one campus located on the former Clinton County Air Force Base, another located on the site of a former GSA depot, and another campus located in the Appalachia area. We also have a metropolitan campus.

All of these campuses were planned with the advisory, monetary and material contributions of business, industry and the communities served.

These four campuses of the Great Oaks district represent an investment of local, State and Federal tax dollars of some $45 million.

The 11th and 12th grade vocational education instructional programs at Great Oaks include such unique programs as abattoir, where students learn meat processing from slaughtering to the table cut processing, mobile home and recreational vehicle repair, hotel and motel operation, fire service training, police service training, and environmental science and protection. Seventy different instructional program area are available to the youth and adults of the district.

We think that planning plays a big part, and you have heard this mentioned today. I certainly think that Great Oaks is a model of planning. This particular book here is our LEAP plan, it is "Local Education Agency Planning."

We have this LEAP plan that we prepare on a local basis with business and industry and with our participating school districts. That plan is fed to the State, and they combine that with other programs, so that we do not have unnecessary voids in the vocational education programing, nor do we have any overlapping of vocational education programing.

We have a large vocational adult component, where we serve as the training agency for many CETA sponsors, prime sponsors, and other manpower agencies.

The thing that I heard today, which is addressed in my testimony, is job placement. We work with our own staff, we have our own job placement staff, and we work through the Ohio Bureau of Employment Services very extensively in placing students in the fields in which they are employed.

Our employment record to date, we graduated our first class last spring, and 82 percent of those individuals were employed in the fields for which they were trained, or in higher education, or technical education. Only 4 percent are unemployed and seeking employment at the present time. We will continue to work with those individuals.

We talked about the planning, and it is a very important part. Business and industry play a very important part in our work.

Another thing that we do a great deal of is evaluation. This book here, which I brought along to show you, it is a summary of our 1974–75 school year, the evaluation of vocational education programing at Great Oaks.

Every program is evaluated by itself by outside people. The preparation of this summary, which goes to the State department for total evaluation, represents the input of some 8,000 people in our community, who are our advisory committees, our evaluation committees for individual programs.

The LEAP program allows us to keep our program fluid, constantly changing. We have a phase-in and phaseout of programs to meet the demands as well as the needs of individual students.

We feel that vocational education is basic education. It has to be offered at a time when the student are ready to learn, and before they enter the labor market. Then, continue on from that with job upgrading and other training.

We also feel, in doing that, that all this education of the human resources should remain under the one controlling board. We look at vocational education as just another part of the educational scene. It is not something to be separated. As I see it, as a vocational school student, I did not feel that I was separated out of the educational scene at all. I was a part of that educational program.

The State board should have total control, total responsibility for the educational programs of the State. It should be responsible for the evaluation of that program. However, we do feel very strongly that vocational education more than any other vocational discipline, needs coordination at the State, at the Federal and at the local level, so that we do not get this imbalance of labor market demand and the imbalance of student interest.

These are some of the key points that I would like to make.

The Great Oaks staff—I am so proud of the organization—is available to the committee. We would like to invite you to our area. We have one of the largest vocational schools in the country, where we have 52 vocational programs under one roof. The building is designed for 2,500 students. It is also used by business and industry. We bring them in. We deliberately bring them in for sales meetings, for inservice meetings for their employees.

We bring industry in, to get them involved, so that they become a part of the total program. We are not only serving the needs of individual students in vocational education, but what we are really doing is serving the needs of business and industry at the same time. So we have to relate those two.

If we are trying to match one without the other, then we are missing our total mission. I will leave it there.

Mr. LEHMAN. May I ask one question.

Do you have students going to classes in the industrial companies in your area?

Dr. CARR. Yes. We have co-op programs.

Mr. LEHMAN. Are they teaching any academic courses in such places as Proctor & Gamble?

Dr. CARR. We offer adult basic education. We offer programs in the plants on adult education basis. We have retired people, who were mentioned a moment ago, on our staff, who were vice presidents of banks.

We have men in the field, who are out in the field, working with industry to satisfy their needs. We have adult education that runs until 3 o'clock in the morning, when the shift comes off at Ford Motor Plant, and they take an adult basic education program. They hold those people there for 3 hours, and they pay them.

Mr. LEHMAN. They are not teaching them vocational, but academic subjects.

Dr. CARR. Yes.

Mr. HALL. Dr. Herklotz, if you will proceed to summarize, your statement will be made part of the record, without objection.

[Prepared statement of Dr. Theodore Herklotz follows:]

PREPARED STATEMENT OF DR. THEODORE HERKLOTZ, DIRECTOR OF VOCATIONAL EDUCATION, CINCINNATI

I am honored to meet with you and report to you. I thank you for your efforts over the past years which have helped bring a better education to young people everywhere and in particular to Cincinnati boys and girls.

Prior to 1968 the Cincinnati Public Schools had only one central vocational school, Courter Technical High School. This school was designed to draw students from all over the City of Cincinnati. At its high point, however, it had only 26 or 27 units of Vocational Education and served approximately 650 boys and girls in Grades 11 and 12.

A few business courses in the comprehensive high schools brought total vocational units to about 40 and total vocational enrollment for the city to about 1,000. Today, seven years later, Cincinnati offers 200 units of Vocational Education ot over 5,000 students. There are 45 major vocational fields represented, as well as developed programs for related technology, special support for handicapped and disadvantaged youth with special needs, remediation in math and English, vocational assessment, vocational guidance, job placement, follow-up, retraining and upgrading of employed workers.

Instead of one central, underpopulated facility, Cincinnati now has four beautiful well-equipped facilities and a fifth is on the drawing board.

This is a 500% improvement in a city where the student population has actually declined by over 20%.

An expansion of this size and magnitude could never have been accomplished without massive planning effort.

Our advisory committees used local talent, our State supervisors, volumes of data from local, state and federal sources on employment projections. The State of Ohio LEAP Project (Local Education Agency Plan) provided by the Division of Vocational Education offered us a five-year plan for expansion and an approach to evaluation of our progress.

District studies were made to determine what programs would be successful for each school and further studies were made to determine which programs were needed for employment purposes. Three senior high schools were selected as major centers; the remaining two, as minor centers. Major centers were defined as schools serving the traditional vocational needs of high school youth as well as highly sophisticated and one-of-a-kind programs, e.g., Medical and Dental Assisting. Minor centers offered only traditional high demand programs. Additional district committees were charged with the responsibility of writing educational specifications for the new laboratories and their equipment. In late 1973, the first Vocational Center was completed. Completion of the second center followed three months later. The third center was completed in 1974 and the fourth center in early 1975. The fifth center is currently on the architect's drawing board and hopefully will be completed in 1978. Upon completion of our expansion we will have 225 units, enrolling over 6,000 boys and girls in Grades 11 and 12, each participating in half-day or all-day Vocational Education programs.

While all this has been going on for the improvement of vocational education in general, we have also been able to give extra help and support to the thousands of disadvantaged, handicapped, or disruptive youth who constitute the special needs population of any large city school system. Under funding from P.L 90-576, the Vocational Education Amendments, we operate special centers for pupils who could not survive in normal school competition; we provide special learning aids and tutoring to help other pupils succeed in "mainstream" vocational programs; and we operate outreach training programs in cooperation with other agencies such as the Cerebral Palsy Association, our municiapl correctional institute, our Metropolitan Housing Authority, and local hospitals. We feel that we are not only helping our "special needs" pupils become economically self-sufficient, but are also having substantial impact on the multiple social problems of our large inner-city population.

I believe this record clearly indicates that the Cincinnati Public Schools have undergone massive educational change in terms of opportunities for high school youth.

This dramatic improvement came about only through the opportunity and encouragement provided by the federal and state government to the local school system. The cost for broadening vocational opportunities for our students over the last five or six years comes to approximately 24 million in capital improvement. Two-thirds of these dollars came to the Cincinnati Public Schools through federal and state funding. We are thankful for, and appreciative of this support.

We have now completed our first five-year plan, are into the second five-years and are profiting from the immediate feedback of LEAP. LEAP offers us an opportunity to communicate our needs to the State Division of Vocational Education. Through them we gain the funds to complete our expansion and to revise existing programs as needs change. Cooperative planning of this nature is essential to the Vocational advancement of any school district within our state. It is one of the important reasons why expansion within the Cincinnati Public Schools has been as successful as it is.

Any plan for Vocational Education should include evaluation follow-up. To meet this need, Ohio offers each local school district a *P*rogram *R*eview for *I*mprovement, *D*evelopment and *E*xpansion of Vocational Education (PRIDE). Program and facility evaluation through PRIDE is offered on a five-year basis. The Cincinnati Public Schools underwent its first PRIDE evaluation during the school year 1974–75. Although our centers had been operating for only one year, the PRIDE process was accepted by all. Through this evaluation we were able to identify areas in our program which could be improved, such as teacher training and curriculum development. We were also able to determine a realistic cost for operating vocational education programs, by school and by program. PRIDE, for us, is a valuable evaluation tool and will be repeated during the school year 1980.

As we look into the future of Vocational Education in our country, we have many concerns centering around possible changes to the federal vocational legislation. One immediate concern is apparent interest in creating a *third* Board of Directors for Vocational Education through new Federal legislation. In Ohio, we have two Boards already: the Board of Regents and the State Board of Education. It is our thought that a third board will probably lead to a debating society about who gets how much money. In such a debating society, we are afraid, public, job-oriented vocational education would probably come out the loser. Almost everyone would like to help spend vocational education funds. Private and degree-granting institutions certainly head the list. Non-vocational programs in our public schools also hunger for money from whatever source.

Sound vocational legislation in the past and alert Congressmen, such as yourself, Mr. Chairman, have helped preserve vocational education funds for real job-training. We ask you to continue your support and to be watchful against opening doors to new drains on the funds from agencies whose top priority may not always be vocational education which in its best sense is a true alternative for today's student.

STATEMENT OF THEODORE HERKLOTZ, PH. D., DIRECTOR OF VOCATIONAL EDUCATION, CINCINNATI PUBLIC SCHOOLS

Dr. HERKLOTZ. First of all, I would like to thank you for the opportunity of coming here, and explaining some of the progress that has taken place in our town in the last several years, and also to thank you for your efforts in bringing about vocational education to young people, specifically in our area.

Prior to 1968, the Cincinnati public schools had only one central vocational school, Courter Technical High School, dedicated to vocational education. This school was designed to draw students from all over the city of Cincinnati.

At its high point, however, it had only 26 or 27 units of vocational education, and served approximately 650 boys and girls in grades 11 and 12. A few business courses in the comprehensive high schools brought the total vocational units to about 40 and our total vocational enrollment for the city to about 1,000.

After 1968, it became apparent that to meet the needs of vocational education, and to meet the needs specifically of boys and girls in that area, and the job opportunities and market that were available within our city and district, and area, we would probably do a better job if we decentralize our approach and go to the schools, so to speak, taking our vocational education programs from a centralized concept into a decentralized concept.

After considerable planning, using some of the things that Dr. Carr talked about, local advisors, community members, we put together a plan of action which will, we hope, come to conclusion in 1978.

At this time, we have four new centers. These centers are attached to our existing comprehensive high school. At this time, we have 200 units of vocational education in the city of Cincinnati.

At this time, we are offering vocational education to some 5,000 boys and girls. We have 45 major vocational fields that are covered in this effort.

In addition, because of the uniqueness of our city, we offer considerable vocational education programs to our handicapped, disadvantaged, and disruptive youth.

Our fifth and final center will probably come to conclusion in 1978. When this is done, we will have advanced from the year 1968 to the year 1978 with a 500-percent improvement in the city of Cincinnati which has experienced a decline of over 20 percent of its population.

I think that the impact and the magnitude of an educational change within a large city in our State is significant.

I can move ahead in my presentation by not going into our processes of using LEAP, our planning device, because it is very similar to what Dr. Carr had indicated.

I can say that with the use of LEAP, we were able to write educational specifications. We were able to put architects about the business of getting our facilities together. Again, using the processes designed in LEAP, the planning processes especially in the area, we were able to complete our first center in 1973, our second center some 3 months later, our third center in 1974, and our fourth center in 1975. I have already mentioned when our fifth and final center will be concluded.

In addition, we are offering very unique, and very specialized attention to our handicapped and disadvantaged youth. These events cost $24 million, $8 million of these dollars were given by our own board of education, $16 million came from State and Federal legislation.

We have completed our first 5-year plan sequence. We have also effectively, last year, gone through the PRIDE process, and we do know, we hope, where we stand, where we must go, and where change is to be made in the next 5 years.

As we look ahead at the next 5 years, Mr. Chairman, we ask that you, and other alert Congressmen, help preserve vocational education funds for real job training programs, be watchful against opening doors to new drains on vocational funds from agencies whose top priorities may not be vocational education.

We, in Cincinnati, know vocational education is the true alternative to today's student. We feel that significant change from the direction that we have operated in the past, may severely cripple our plans in the future.

Thank you.

Mr. Hall. Thank you very much.

Go right ahead, Dr. Shoemaker. Your statement will be made part of the record, without objection.

[Prepared statement of Dr. Byrl Shoemaker follows:]

PREPARED STATEMENT OF DR. BYRL R. SHOEMAKER, DIRECTOR OF VOCATIONAL EDUCATION, OHIO DEPARTMENT OF EDUCATION

Mr. Perkins, Members of the Subcommittee: I am pleased to have this opportunity to appear briefly before your committee relative to your plans for vocational education legislation. As you may be aware, I have presented rather extensive testimony to previous meetings of your committee relative to the vocational education programs in the state of Ohio and a very extensive report on the inaccuracies in the GAO report as related to the program in my state. My testimony for this hearing, therefore, will be more of a summary of the program developments in Ohio, stimulated by the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, along with an indication of some unmet needs as we plan for further development and improvement of the program in Ohio.

Any honest, or even cursory, review of the developments in vocational education in this nation prove the success of the Federal Vocational Education Acts in motivating the expansion of vocational education. The following chart shows clearly the amazing growth in enrollments, the state foundation units at the secondary level, the area schools funded in the state, and state funds allocated as compared with the growth in federal funds.

	1963	1976
Enrollments	138,252	758,678
State foundation units	1,134.26	7,380.21
Area schools funded	0	47
Total State funds	$4,797,100.35	$117,150,365
Federal funds	$2,305,275.88	$26,192,148

The Vocational Education Acts also have been successful in motivating legislation within our state. Laws in Ohio guarantee every boy and girl an adequate program of vocational education in the state of Ohio, with the same facilities serving adults. In 1969, after experiences with the expansion of programs funded under the Federal Vocational Education Acts, our state legislature passed a law requiring every school district to provide an adequate program of vocational education and stipulated that no district with less than 1,500 in the upper four grades could plan alone. The law required planning by every district and for the State Board to approve a statewide plan. On the basis of the landmark state legislation, the State Board of Education established meaningful standards which indicated that an adequate program meant no less than 12 offerings and 20 classes. The standards further stipulated that facilities and equipment were required to serve no less than forty percent in job training, plus the students enrolled in consumer homemaking programs.

The State Board did approve a statewide plan, directing the districts to achieve the vocational program goals by September, 1976 and in 1976 the State Board made assignments of the 46 out of 617 districts which had not yet achieved the goal. We now have 101 planning districts for vocational education as compared to 617 school districts.

The Vocational Education Acts have been successful not only in expanding the quantity of vocational education, but also have encouraged and given leadership to the expansion of the scope of offerings. In 1963 there was a total of 55 different vocational education programs offered at the secondary level in the state of Ohio. In 1976 there is a total of 202 different vocational education offerings in the state. The different vocational education programs offered in the state of Ohio in 1976 for youth at the secondary level are as follows:

Agricultural Education

Abattoir (Meat Processing)
Agricultural Production
Agricultural Production and Management
Horse Production and Management
Small Animal Care
Agricultural Supplies—Sales—Service
Agricultural Equipment and Mechanics
Small Engine Repair and Maintenance
Farm Business Management
Agricultural Products Processing
Horticulture
Agricultural Resources Conservation
Forestry
Environmental Management and Protection

Business and Office Education

- Accounting and Computing
- Business Data Processing
- Office Duplicating
- Clerical Services
- General Office Clerk
- Automobile, Insurance and Real Estate Clerk
- Correspondence Clerk
- Conference Reporting
- Transportation Rate Clerk
- Medical Records Clerk
- Educational Aide and Training Specialist
- Supervisory and Administrative Management
- Typing and Related
- Office Machine Operator
- Stenography, Secretarial and Related

Distributive Education

- Advertising Media
- Advertising Services
- Aviation Parts Distribution
- Radio Broadcasting
- Television Broadcasting
- Apparel and Accessories
- Automotive
- Automotive Parts Management
- Automotive Center Management
- Automotive Dealership Management
- Automotive & Petroleum Marketing
- Distributive Media
- Fashion Merchandising
- Finance and Credit
- Floristry
- Floristry Business Management
- Food Distribution
- Food Distribution Personnel
- Food Services
- Food Service Management
- General Merchandise
- Materials Handling
- Marketing Management
- Personnel Management
- Hardware, Building, Materials, and Equipment
- Home Furnishings
- Hotel and Lodging
- Industrial Marketing
- Insurance
- International Trade
- Mass Merchandising
- Personal Services
- Performing Arts
- Petroleum
- Publishing Media
- Real Estate
- Recreation and Tourism
- Transportation
- Wholesale Trades
- Warehousing
- Vocational Music

Health Occupations

- Dental Assisting
- Dental Hygiene
- Dental Laboratory Technology
- Medical Laboratory Technology
- Cytology (Cytotechnology)
- Histology
- Medical Lab Assisting
- Hematology
- Nurse
- Practical (Vocational) Nurse
- Nurse's assistant (aide)
- Surgical Technician
- Obstetrical Technician
- Home Health Aide
- School Health Aide
- Occupational Therapy
- Physical Therapy
- Prosthetics
- Orthotics
- Radiologic Technology (X-ray)
- Radiation Therapy
- Nuclear Medical Technology
- Optometrist Assistant
- Radiological Health Technician
- Sanitarian Assistant
- Mental Health Technician
- Mental Retardation Aide
- Electroencephalograph Technician
- Electrocardiograph Technician
- Inhalation Therapy
- Medical Assistant (Assistant in Physician's Office)
- Central Supply Technician
- Community Health Aide
- Medical Emergency Technician
- Mortuary Science
- Orthopedic Assisting
- Medical Record Technician
- Ward Clerk
- Diversified Health Occupations
- Psychiatric Aide

Home Economics Education

- Child Care Service
- Nursery school aide
- Assistant supervisor in a day care center
- Fabric Service
- Power machine operator
- Alterationist
- Drapery or slipcover worker
- Food Service
- Dietary aide
- Community and Home Service
- Nursing home aide
- Home health aide
- Therapeutic Recreation Leader
- Maintenance worker

Trade and Industrial Educational

- Air conditioning & Heating
- Cooling
- Heating
- Ventilating (Filerting and Humidification)
- Appliance Repair
- Body and Fender
- Mechanics
- Specialization
- Aviation Occupations
- Aircraft Maintenance
- Aircraft Operations
- Ground operations
- Business Machine Maintenance
- Commercial Art Occupations
- Commercial Fishery Occupations
- Seamanship
- Marine Maintenance
- Commercial Photography Occupations
- Carpentry
- Electrician
- Heavy Equipment (Construction)
- Masonry
- Painting and Decorating
- Plastering and Drywall
- Plumbing and Pipefitting
- Glazing
- Roofing
- Building Maintenance
- Industrial Maintenance
- Resilient Floor Layer
- Asbestos Worker
- Elevator Maintenance
- Mobile Home Service Maintenance
- Custodial Services
- Diesel Mechanic
- Mine Maintenance Mechanic
- Drafting Occupations
- Power Transmission
- Motor Repair
- Communication Electronics
- Industrial Electronics
- Tele-communication
- Supervision and Management Development
- Graphic Occupations
- Chemical Lab
- Installation, Operation and Maintenance of Reactors
- Radiography
- Industrial Uses of Radioisotopes
- Industrial Lab Assistance
- Instruments Maintenance & Repair Occ.
- Foundry
- Machine Shop
- Machine Tool Operation
- Metal Fabrication (Heavy)
- Sheet Metal
- Welding and Cutting
- Tool and Die Making
- Ironworker
- Metallurgy Occupations
- Barbering
- Cosmetology
- Plastics Occupation
- Firefighter Training
- Law Enforcement Training
- School Bus Driver Training
- Meat Cutter
- Refrigeration
- Small Engine Repair
- Electrical Power and Generating Plants
- Pumping Plants
- Hydraulic/Pneumatic Occupation
- Leatherworking
- Upholstering
- Millwork and Cabinet Making
- Wood Patternmaking
- Other Trade & Industrial Occupations
- Occupational Lab
- Occupational Work Experience

It is true that a significant number of the programs are still in the "bread and butter" occupations that have been a part of vocational education for many years. Also it is true that studies of trends in employment indicate that such occupational areas still offer the most job opportunities within our work force. The so-called "cutting edge" occupations often offer only few work opportunities. As indicated in the above listing, the "cutting edge" occupations are offered in Ohio but they do not and will not represent a large number of opportunities for youth and adults. Programs in aircraft control tower operation, in abattoir, in international trade, environmental management and protection and in optical lens griding are important for a few and are offered in some centers in the state, but all together they will not offer as many opportunities as are available in such programs as machine trades.

The Vocational Education Acts have been successful in encouraging programs to serve disadvantaged and handicapped under Part B and 102b and inner-city family life efforts under Part F of the Vocational Education Acts. Enrollment comparisons between 1963 and 1976 are as follows:

	1963	1976
Disadvantaged	302	24,561
Handicapped		7,407
Innercity family life	35	11,695
Number of centers	1	140

In Ohio neither the special needs or Part F funds have been used to fund "more of the same." Instead, these funds have been utilized to develop new programs or to provide supplemental services to assist people to succeed in existing programs.

Since the passage of the Vocational Education Act of 1963 we have given significant attention to programming for the disadvantaged and handicapped. The Occupational Work Experience program has been developed in Ohio to enroll any young person 16 years of age and above who cannot fit into any other vocational program. This program places students in an honest job during one-half of each day and in the other half-day provides education for employability under the direction of the coordinator who places and visits them on the job. This program now serves 15,194 students.

As we attempted to address the problem of dropout-prone youth, the Occupational Work Adjustment program was initiated. This program was the basis for the Work Experience Career Exploration Program (WECEP) now approved in regulations of the Department of Labor. This program is planned as a work adjustment effort for dropout-prone high school youth ages 14–15. Its goal is to prove to such discouraged youth that they are worth something and to encourage them to have enough self confidence to choose a vocational or pre-professional program during their last two years in high school. This program enrolls 7,926 students in FY 1976.

From 1963 to 1969 funds from the Federal Vocational Education Act were the only funds available to assist with the construction and equipment of new vocational education facilities. Since 1969, there has been a significant amount of state dollars invested in construction and equipment, as the early investments of federal dollars the wisdom of such construction. Since 1965, $455 million has been spent on construction and equipment for vocational education in Ohio. Of this $156 million has come from state funds, $208,440,130 from local funds and $77,818,243 from federal vocational funds, including Appalachian dollars. Every dollar of state or federal funds was matched by local dollars, voted by the people. In some areas the state and federal matching portion was at the rate of 65 percent, rather than 50 percent, on the basis of social and economic need.

The Federal Vocational Education Acts, particularly the Vocational Education Amendments of 1968, stimulated the development of a statewide "Program Review for Improvement, Development and Expansion (PRIDE) of vocational education." Annually, 20 percent of the vocational education planning districts in Ohio undergo an intensive review, involving committees from industry, business and the public in the local communities and a followup review by members of our State Division of Vocational Education. This very significant effort has resulted in improvement of the quality as well as quantity of vocational education. Such program reviews result in a plan for the improvement over several years and have the support of community groups as the recommenda tions are reviewed by the boards of education. A recent study by North Carolina State University, entitled "Manpower Data and Vocational Education," indicated that this program review was the most extensive monitoring and evaluation effort of any of the ten states visited.

The thrust for accountability stimulated by the Vocational Education Acts has encouraged us to use the industrial occupations matrix developed by the U. S. Department of Labor in cooperation with our state objectives as a basis for the development of local educational area plans by each of the 101 vocational planning districts in the state. These plans were developed two years ago and are updated each year. Each vocational planning district is provided an indication of projected employment needs, based on the industrial occupations matrix, by the individual program taxonomy on a one-year and five-year basis to assist them with their planning. The initiation of a new program will not be approved unless it is supported by trend data from the industrial occupations matrix or by a significant local study indicating the trend data are in error.

Meaningless public service occupations provide no answers to unemployment. People may be less hungry during the period of time that they receive payment for such work, but already the public service employment programs are becoming a revenue sharing process in which municipalities lay off workers and hire them back under such programs. Persons kept alive through public service employment are no better able to earn a living when the money runs out than they were previously.

The newspapers list many jobs, but most jobs require skills and technical knowledge. Vocational programs at the high school and post-high school level can serve as a preventative action for unemployment. Improved and expanded job training programs for unemployed, perhaps involving renewal and construction projects, should be considered in this period of time of high unemployment.

Vocational education has done an outstanding job in this nation and the acceptance of the effort is indicated by the support given vocational education by the state and local communities. There is no question but what the federal funds have stimulated program services that gained the support of the states and local communities. Vocational education is perhaps the only federal program that has consistently generated more funds from state and local communities than have been provided at the federal level.

As new federal legislation for vocational education is developed, I would suggest the following areas of need be considered:

1. An expansion of funds is needed to match the goals of the Vocational Education Amendments of 1968. This Act was a very significant piece of social and economic legislation and should be looked upon as a means of providing a change agent in the social and economic order through increased investments.

2. The new legislation should provide for or clarify the basis for a source of funds for:

A. work assessment and evaluation;

B. remedial education;

C. health services; We have the responsibility for preparing youth for employability, but have no way to obtain health services for the youth enrolled. Vocational Rehabilitation rejects services to any young person enrolled in the public schools, and the state and local Departments of Health are very busy treating the problems after they have become severe.

3. Increased funds are needed for programs directed towards the problems and needs of disruptive youth. Through vocational special needs programs we have gained experience in working with disruptive youth and have obtained information which could help with the prevention of some of the problems. We do not, however, have sufficient funds to expand programs for disruptive youth to serve as a change agent for a significant number of youth.

4. Funding is needed for a youth work corps, blending youth age 16 and above who are school disoriented or unwilling to invest in further education with craftsmen to rebuild inner cities or provide lasting facilities and beauty areas that will enable us to reap some of the same benefits that resulted from such previous efforts. Such facilities would be appreciated long after public service jobs are forgotten.

The Vocational Education Amendments of 1968 have resulted in outstanding changes in vocational education in this nation as reflected in services to people. The impact of this legislation must be maintained in any new legislation.

STATEMENT OF BYRL SHOEMAKER, PH. D., DIRECTOR OF VOCATIONAL EDUCATION, OHIO DEPARTMENT OF EDUCATION

Dr. SHOEMAKER. Thank you. It is always such a pleasure to appear before this committee, because I have such great respect for you, having worked with you over a number of years. I have been before you before on this issue, and I have submitted rather lengthy testimony that is already in your record. So the presentation that I will submit today is only short, it is essentially a summary of many of the things that I have talked with you about before.

In the testimony that I am presenting today, I have pointed up some of the things that have been accomplished by your Vocational Education Act. The vocational education moneys that we get in Ohio is the smaller part of our investment, there is no question about that.

We get about $26 million from the Vocational Education Act. Our State alone appropriates over $117 million in vocational education moneys, and that is about 40 percent of the amount spent locally for vocational education.

I would say, however, that the small amount of money that you gave us was perhaps the reason that we now have the $117 million. In 1963, we were getting about $4 million in State money, and about $2 million of Federal money.

We began kicking and screaming. We were dragged into the changed level of vocational education. We did not really understand it, and we did not want it.

We were dragged screaming and kicking into the changed pattern of vocational education. One of the issues, and why we were so unhappy with it, is that it took us some time to understand what you meant.

Second, it took us longer to find out how to do it. This is one of the things I plead in Federal legislation, the expectation of immediate change, which cannot be accomplished for the reason that you have to learn.

I will tell you that one area that we have not learned as well as we would like is the handicapped area. I think that we know about the disadvantaged, we have run into that before. We know what you have given us in terms of what we need.

In the handicapped area, we are still learning. We have a research area in Dr. Carr's area, with special education people, saying: "let us figure out how we can both best work with these people, and do the job."

The Vocational Education Act improved quality, the thrust and quality. Whether you look in Ohio, or anyplace in the Nation, one of the basic things is that you have improved the quantity.

You motivated legislation within our State. After seeing what we could do with the use of the Federal funds, we passed a law saying that every girl and boy in the State of Ohio have a right to an adequate program of vocational education. That is now law in Ohio.

The State board passed standards that put legs on that law. Last fall, there were 46 out of about 625 districts that had not achieved the goals. Every place it took local money, so the State board assigned those. We do not know how we are going to come out in the long run, of course, but the State board believed enough that it assigned those 46 districts.

Those 46 districts came before a State board hearing, and not one of them said: "We don't need it." Not a board said, we don't need it. So it motivated legislation in which the goal is no less than 40 percent of all youth, aged 16, in our public schools, no less than 40 percent, will be in vocational education.

We are now at 35.6 percent or 35.4 percent, and we will be there in another 2 years. In some of our cities, we are above 50 percent. Cleveland is already about 50 percent. Our goal in many of these areas is 60 percent in job training vocational education.

I do support the homemaking area, and I think that we have done very innovative things with the part F funds. I would plead with you not to eliminate them because we have established "inner-city family life centers" in every one of our major centers, and in part of our rural centers, reaching down into the concept of child stimulation, and research. If you don't start to work there, just forget it.

So we have around 140 centers, located where the people are, with part F funds that you gave us to work with. This is all with part F funds, because I don't have any State money to work with some of the "cutting edge" things until they finally find out that we have produced enough to warrant them.

We have expanded the scope of programs. You have heard Dr. Carr talk about the scope of programs. We have 202 types of vocational programs in the State of Ohio at the secondary level, and those are listed in my paper.

We have such cutting edge areas as: abattoir, environmental protection, aircraft control and tower operation at the secondary level. We have law enforcement, fire service, and this again at the secondary level. Tell me that it cannot be done.

We did not know how to do it in the beginning, but we do know now. In a lot of places, there will not be programs like abattoir. The biggest number of programs will still be in the "bread and butter" occupations, because this is what the data show us.

We have worked with an industrial occupation matrix developed by the Department of Labor. It does not bother me what employment there is today, because I cannot build programs on that, I can't put money in that.

Finally, the Department of Labor came up with an industrial occupation matrix that can apply to Ohio. We did it with our employment service. These are projections on a 5-year basis.

We send to Dr. Carr and Dr. Herklotz, every year, a summary of that projection for their area, and then they look at that in terms of their projections, their programs, and in updating their local education area plan.

We are at the point where, this fall, a superintendent came in and said: "I am starting a carpentry program. I have a teacher." We said: "No, sir, we are sorry, but you are not starting a carpentry program. You are not going to get it funded." This is because the plan as we had it did not support a program there. He was never able to generate the data.

So the planning, as we have been forced into it, we have planning coming out of our ears, and our planning is running beyond our money.

It is excellent to plan. We can plan for what we are going to do, by when, and how much it is going to cost. We can do that. I can tell you that by 1982 we ought to have all boys and girls have a career education effort. I can tell you what it will cost when we get there. I am also telling you that we are not getting there. I am not going to get there at that rate, not because the planning is not there, and not because the people are not ready and willing, but we are not able to get the funds.

So the issue of planning—if you want to know what the rough costs of the Vocational Education Amendments of 1968 are, to implement that in terms of the goals, which I think is one of the finest pieces of economic legislation that has been passed, the price tag is $4 billion. We sat down and priced that out. I could be off a little bit.

Taking the concept of management by objectives, and putting dollars to goals, the price tag of that act, if you really mean what you say, is $4.5 billion from the Federal level plus the State and local investment efforts.

I think that we have come a long way with planning. We have worked with the disadvantaged and with the handicapped, but not as much as we would like, and it makes your heart bleed. We ignored those people before 1963, we did, because our programs were so small, we could not do anthing but take the best.

It is only as you gave us the chance to build these kinds of centers, that we were able to say: "Now, you all come." We will take any boy or any girl who wants to come, but we will have to fit them into a program in which they can succeed. They have a chance now.

When I was a school supervisor, I had machine training and auto mechanics. A young person who did not fit into those, the heck with them. It was not the way that I wanted it, but this is all there was. If you have 70 different programs, or 45 different programs, any boy or any girl who wants it, can get it. This is our goal, and since 1965, we have spent $455 million in the construction and equipment for vocational education in Ohio.

We work with disruptive youth, and this is one area where I would plead with you to look into in the legislation. Some disruptive youths do not fit into the concept or terminology of disadvantaged or handicapped. If they have not gone to jail, they are not handicapped seriously, socially.

We have learned to work with some of the disruptive youth. We have some examples which we wish your committee would take a look at, where there are attempts to solve the problem before they drop through the cracks, and become problems. When a young person gets into the judicial system, it is because they have found no responses, no answers to that area.

As I have pointed out, we have spent $455 million for construction and equipment since the 1963 Act started. Of that $156 million was State funds, $77 was Federal, including Appalachian dollars, and $208 million was local. So it has not been a giveaway program. They had to vote their share first. They don't get anything that they don't go and get their own.

You have heard about our evaluation process. Every 5 years they know that they are going to have to go through that process with community people, and a followup review by members of our staff. Then, we go in to see what happens every year after that. It is their plan for review, and not our plan for review.

I have indicated that we are using industrial occupations matrix. We have started with about 8 percent of the children in programs involving what we call "precareer motivation." This costs money, and this year we have about $2 million of State money, which we put with $2 million of Federal money to provide for that percentage of people. But we should be serving twice that many people, if our goal is to reach 100 percent by 1982. The price tag for a career education program for all children, and no higher on the extra cost basis, is $40 million. We are putting in 4 million and we are only getting 8 percent.

I can tell you what the price tag is. If the State decides that it does not want to do it, or if you decide that you don't want to do it, then that is your business. Don't tell me to do something without the funding. If you get me the funding, and tell me to do it, I will get it done.

Chairman PERKINS. Let me ask you, Dr. Shoemaker, we have had career education before the committee. I don't know if we put that title on this bill, but we have already conducted hearings.

Perhaps we will put it in a separate bill, but you would rather have it in the same bill?

Dr. SHOEMAKER. Congressman, I would plead for the continuity of a career development that we do not build separate from competing, thrusting organizations.

My point is that we have seen it develop. My interest in this came before Dr. Marlin coined the word. All you had to do was to give us those few words, and we began to move with it.

Chairman PERKINS. We called it a system of vocational education and guidance and built a program which we said had to use the existing teachers. We called for them to come and help us work with it and design it. You are the only system that can attest that you have done something. Others are just a comprehensive program.

Dr. SHOEMAKER. We knew that it costs extra money for travel, for materials, for inservice training. Oddly enough, the biggest cost that has come along is the inservice training of teachers. We thought once that once we had done it, it would be finished, but teachers are inservice at different levels as we go along in the process.

So we provide $20 a head at the K–6, $25 at 7–8, and $30 at 9–10.

Chairman PERKINS. We may wrap it up in the same bill, but I thought perhaps we had a better chance of getting the whole thing funded if we put it in a separate piece of legislation and conducted some more hearings. That was my only reason.

Dr. SHOEMAKER. Your wisdom will decide.

My point is, I am trying to find a coordinator from the preschool of what research tells us we have to work with families and children, because the research tells us that by the time we get to the schools, the limitations are already set.

Chairman PERKINS. So many members on the Appropriations Committee, where we will have a problem, will have a real look at the task, and they will argue that it is one and the same. It may take a couple of years to get it funded, and that is what worries me. I would like to see the program funded from the outset.

We will discuss it, and the subcommittee will discuss it and we will make a decision on it.

Dr. SHOEMAKER. I only plead that the cause is just. It has proven to be an areas of not only what I call "education for choice," but education——

A superintendent in Springfield, where we do have it, said: "I don't know of anything that has done more to revitalize my whole education program than this career education effort." Our goal is education for choice.

It does bring back into the educational system an experience that our schools have forgotten was basic to education. I don't mean training. I mean experience base in terms of hands on, seeing, feeling, smelling, doing, and learning to make choices, and learning about industry and business, about jobs, about wanting to do something.

I would like to leave four things for your consideration.

One: As I have already told you, I think that our planning has already outstripped our funding, We have more needs in the postsecondary. This year, I had to say: "Sorry, I cannot fund anymore postsecondary programs. I don't have any more money."

The needs were there. The relationships were there. The patterns were there. I just did not have any money. Unless you are going to take it from here to here, don't talk to me about another 15 or 20 percent because I have come to the point where, in terms of investment pattern, we have everything that the act permits us to do.

The issue is now that we have to say: "Sorry, we don't have any more money. You are growing, but I don't have it."

Two: The second area is in the area of special needs, some consideration in this. I hope that you keep this area. Again, if you had asked me, when you passed it, whether I wanted this area——

It has thrust us into areas, and we have used it not to replace, but in addition to help put some State vocational money into vocational programs.

The additional things were work assessment and evaluation. How in the world can our schools think that they can operate with young people without this, I don't know. But it is not there. We are trying now. We have gotten most of our area centers to work on evaluation. But for other special needs programs, we have not money.

In terms of remedial education, you told us to make them portable, and thank God you did. We are trying not to build remedial services into our area centers. Both of these places have them, but it is not enough, and you get frustrated. How can a young person work, if he cannot read. So we say that this is a part of our effort.

Health services. We have the children, and not one of the health agencies will help us. Neither vocational rehabilitation nor health will reach and touch the children that we have now. If they dropout of the system, if they leave you, then vocational rehabilitation will then touch them.

We don't want them to leave. But I think that they might have the best expertise and not us.

Mr. QUIE. Why not you?

Dr. SHOEMAKER. We will do it. I am not worried, if there is another service to it. But please give us some funds. We found, when we were the only job corps center, before we got the Job Corps, in the schools, half of the dropouts that we had were eligible for rehabilitation.

When we finally got them assisted, we found that there was something wrong with them, and we did not know what. Over half of these dropouts had something wrong with them healthwise.

Now, why do we have to let children come up, and drop out of school, drop through the cracks, and then have an agency that will say: "We will not touch them until they drop out." With a little bit of help earlier, this would not have happened.

I went to Mr. Calucchi, and I pleaded with him to find some way of getting health services to us in the schools where we have the children, but there was not a thing that he could do about it. I think that we are at the point where we should put more emphasis on the disruptive youth.

Chairman Perkins. Let me make this observation. You have a good representative on Appropriations, and I think that he is on HEW—Mr. Stokes. I am going to suggest to him that he invite you before the Subcommittee on Health, Education and Welfare, to let you make this pitch.

Dr. Shoemaker. There is not a thing I need, Congressman, except to do the job. I have no personal goals that I need, but if you give us a chance—you have given us a chance with this law to see what can be done.

Chairman Perkins. I have observed that working with you for the last 10 or 12 years. I know the great job that you have done in the great State of Ohio. No one has done a superior job to you, to my knowledge.

Dr. Shoemaker. One more thing that I think you need. I am convinced that at age 16, there should be three choices for young people. They should be able to enroll in the indepth vocational program, and by that I mean three-fourths of his day.

In my State, I can pass the red book, the pink book, or whatever, and get around it.

Second, there should be a new type of differentiated program. There should be a differentiated full day. There are children who are only getting half-day education in the last 2 years of high school. It is for those who are going to college. They are getting an educational program, and it has been proven that it is not a good way to go to college.

It has been proven enough over the past 30 years that you cannot support your college preparatory program in research. You have to have a full day's education for these children on a differentiated basis, looking to where they are going.

We need one additional thing, a youth corps in which we do some of the things that you are talking about. Just don't give them money to sit on their behinds; please don't. Let us put them to work with craftsmen, rebuilding things.

I have lived through the thirties. My office is located in a building that was built with WPA funds. The building is there, but I wonder what is going to be there in 3 years time in the public service.

Give us a youth corps to give them an alternative, unless they are willing to sign on with a specific national program. Let us not have them sitting for 2 years in a general program.

Thank you very much.

Chairman Perkins. Thank you.

Mr. Quie. First I would like to ask Dr. Carr. You talked at the end of your statement about the imbalance, I believe you said, in the job market, and balancing your programs with your students. The vocational programs, do they address themselves sufficiently to the changing needs there?

Mr. Herklotz talked about having real programs, and then Byrl talked some along this line as well.

Would you explain what you mean?

Dr. CARR. At the last, I was talking about the imbalance when we start to fragment dominance from one board to another board. The programs get out of balance, one being overpowering of another.

When we go back to the imbalance in the labor market versus the student desires. It is something that we have to work with continually.

We hit it very hard through the LEAP program, and the PRIDE evaluation program. What we tried to do there, we took the labor matrix for the State, and we fit that into vocational education programs. Everybody is involved from the local level to the State level, and then back to the local level. It is a continuous feedback circle.

They feed back information to us, saying: "You have 15 students who want auto mechanics. But in your area of the State, right now, you are up to the peak. If you are going to train auto mechanics, they are going on the labor market with the jobs."

So, what we do at that point, we combine units. We might send to the city of Cincinnati those 15 kids for auto mechanics, to fill up openings they have in the auto mechanics program.

In this manner, we maintain the labor market balanced, and the student enrollment balanced.

It is a philosophical point. Can you let a student be trained, or educated for a field in which you know there is not an opening. Certainly, he can go to college, and he can get a math degree, if he wants to, knowing that there is no math job when he gets out there.

In vocational education, we have a different philosophy. What we try to do is counsel that student, and we direct him so that he fits into an area, still maintaining his interest, and send him to an area where he can find a job after completing the educational program.

So, this type of imbalance, we try to manage it as best we can.

Mr. QUIE. Dr. Herklotz, you talked about the third board of directors for vocational education in the new Federal legislation. Are you talking about the Pell bill? I don't believe that anybody in the House is in favor of that either. You have a sympathetic group here.

Dr. SHOEMAKER. I do believe in one board because it has worked.

Dr. CARR. In our testimony as a local school district, we strengthen that too, the reason being this total coordinated education program. If we began to split it into separate boards, one is going to become more powerful. You are going to find that as a joint vocational school district, it is our purpose to serve vocational curriculum for these 35 member districts, and provide that service to them.

We are going to be fighting, then, in our attempt to overbalance the educational system, because we want to survive and make that the best one. We would be working with the different boards, you see, in State vocational education rather than one board.

Mr. QUIE. As I have listened to the testimony, it seems that most people want more flexibility, except the State directors. The State directors want protection by the Federal level.

Why in the world couldn't you do these things you suggest here without having the Federal Government devise a new program for disruptive youth? It seems to me as you look at the definition, they fall under the handicapped.

As for the youth work corps, it seems to me that under part B, you would be able to go ahead and do that.

Dr. **Shoemaker.** I think that I can do the disruptive youths. Where they are not adjudicated or where they have not been what you would call seriously socially maladjusted, in terms of that definition. Not all disruptive youths have come to that point, or they may not be economically disadvantaged in relation to the disadvantaged term. But I will slide through one of the cracks on that one, in terms of that, because it is a matter of money.

In the area of the youth corps, I don't have any basis for that. You are paying people money to work. We are talking about something similar to WPA, where they had a choice of work, or go into a work situation. They would be in a work situation, if they could not become a part of the private sector.

Mr. **Quie.** If we expanded part B, so that you could use part B money for those purposes. You would not have a special program for it.

Dr. **Shoemaker.** If you authorize it, and the money is there.

Mr. **Quie.** I don't know how much the Federal Government is going to give.

Dr. **Shoemaker.** Then, you make your choices.

Mr. **Quie.** Can't you make these choices without us——

Dr. **Shoemaker.** I can make those choices, if it is authorized. All I am saying is, it is not a choice. It is given priorities.

Let us take the disruptive youths right now. We have some programs for the disruptive youths, working with disruptive youth. We have even taken what people have come out with, and we have said: "Please let these youths work. Can we build them in other places, because I don't have the money?"

Those programs do the job. We have had outside people come. We have had a judicial group take a look, and they have said that they are wonderful.

Mr. **Quie.** It means that it does not have the same priority as the programs that you are now funding.

Dr. **Shoemaker.** It means that we are funding many programs, Congressman. All of these are important. It is a case of how much do you put in each one.

Mr. **Quie.** I think that you are better equipped to make those decisions then we are in the Federal Government.

Dr. **Shoemaker.** I have no problem in making decisions. If the process is there to expand the programs, then the amount of dollars available will limit how far we will go. It is very simple.

Mr. **Quie.** It is going to be a periodic small increase from the Federal Government. I think that within that, it is better to let you make the decisions, rather than our saying: "Okay, you are not doing that, and there is a need for it. So we will slip you a little extra money that can only be used for that purpose."

Dr. **Shoemaker.** Let me say this. This is a point, and there is a fine line of balance here, about which I would argue. If there is something that we are not doing, let me say that we should try. Maybe we should thrust into an identification of funds for that, to thrust into that field.

Mr. QUIE. Let me give you an example. We put in a residential program. Some prefer that we had given the authority to use part B money for residential programs. Then any State that wanted it, that said that it was a high priority, could have gone ahead and used part B money for that purpose.

Dr. SHOEMAKER. Very simply, given the limited Federal dollars and all of the goals, all of which are good, in terms of numbers of people to whom they are important, but it would have a lower priority in terms of the amount of dollars it takes to invest in that.

It may be a case of saying: "Look at the way the Neighborhood Youth Corps is funded," as well, and say that some of funds be available for this kind of thing.

Dr. CARR. We do have residential education in Great Oaks, and we sponsor it in two ways. One is that the student has to pay a part of it, and the residential secondary schools and adult full time.

We have one big advantage in that one site is located on Clinton County Air Force Base, and we have dorms there. So we are able to convert those.

You see, this puts a burden on the students that cannot pay.

Chairman PERKINS. Thank you very much.

Our next panel is comprised of Mr. Clarence Burdette, assistant State superintendent of schools for West Virginia; and Mr. J. Hershel Morgan, member of the board of education, Mingo County, W. Va.

Go ahead, Mr. Burdette.

STATEMENT OF CLARENCE E. BURDETTE, ASSISTANT STATE SUPERINTENDENT, BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, WEST VIRGINIA DEPARTMENT OF EDUCATION

Mr. BURDETTE. Thank you, Congressman Perkins, and members of the committee.

Before I begin my testimony this afternoon, I would like to express to you and to the other members of your committee my appreciation for the opportunity to come before you and to talk with you about vocational education in West Virginia and about the revision of the Federal vocational education legislation.

I want to again express my appreciation to you and to the other members of your committee who were present at the time the 1963 Vocational Education Act and the 1968 amendments to the act were written.

In that legislation, you provided to the vocational education community in the Nation, the framework within which great improvements could be made. For evidence of this statement, one need only look at the vocational education program in West Virginia, and at the tremendous forward strides which it has taken using the Federal vocational education legislation as its guide.

Using 1965 as a base date, let me tell you what has happened in our State in the past 10 years. Enrollments in West Virginia have risen from 36,000 in 1965, to 99,000 in 1975, and this is an increase of 275 percent in the last 10-year period.

Let me point out to you that while this increase in vocational enrollment was taking place, the population of our State was dropping and school enrollments were dropping even more drastically.

In 1965, the facilities for providing vocational education in West Virginia were woefully inadequate. We had at that time only seven facilities in operation which could qualify as area vocational-technical centers. Most of these were old elementary schools or self-built by the students.

At the present time, we have a total of 53 such facilities, very fine facilities. We opened 7 last year, and we have 13 under construction now.

There is no doubt in my mind but that the Federal Vocational Education Act has provided the impetus for the growth which vocational education has enjoyed in our State. By using Federal vocational education money for the construction of a few facilities, and the implementation of exemplary types of programs in those facilities, the educators and the public in our State were able to see what vocational education could do.

The legislature in West Virginia has continued to increase their appropriation for the purpose of providing vocational education. The great improvement in facilities which we now enjoy is a result of the impetus provided through the Federal Vocational Education Act with help from the Appalachian Regional Development Act and from State and local funds which have become available.

I would like to point out, however, that Federal funding for vocational education has not kept pace with the need, nor has it kept pace with the levels of increases which have come from both the State and local level.

In 1965, West Virginia received $1.7 million from the Federal Vocational Education Act. In 1975, we received 3.4 times the amount, or approximately $6.1 million. During the same period, State level funds increased 14 times and local funds increased 5.5 times.

Gentlemen, I would like to take very strong exception to the position which was taken by the GAO audit which indicated that the Federal Vocational Education Act had not been responsible for providing an impetus nor acting as a catalyst in the development of vocational education. The evidence is too great that it has done this in the State of West Virginia.

With the 1968 amendments, West Virginia has not only been able to move forward rapidly, but has moved forward with a balanced program for vocational education. Opportunities are available for persons of all ages and educational levels. Enrollments have increased dramatically at the secondary level, at the postsecondary level, and in adult education. Programs have been established to meet the needs of persons who are disadvantaged and who are handicapped.

Now, I would like to tell you a few things about the program in the State of West Virginia, which I think might be of particular interest to you. As you know, with the coming of the energy crisis and the problems in the utilization of oil as a fuel, the coal which lies under West Virginia and Kentucky, as you know, took on a new importance to our nation. The coal industry in West Virginia is expanding its operation as rapidly as possible in an effort to help meet the energy needs of our country.

Coal production in this day and time requires highly trained skilled workers. The vocational education system in West Virginia has responded to the need for trained coal miners, mine electricians, and mine maintenance personnel with an all-out effort.

The increase in the number of vocational education programs for *the training of people in coal mining* and related skills has been phenomenal. We are presently offering a total of 52 vocational education programs of one type or another in mining occupations. The mining industry looks almost totally to vocational education to meet its needs for trained personnel.

Chairman PERKINS. Do you have one of those schools in Mingo County?

Mr. BURDETTE. Yes, we do, Mr. Chairman.

Chairman PERKINS. What classes do you offer?

Mr. BURDETTE. Mine maintenance in Mingo County, and we also have a mine orientation program which prepares the beginning miner to go into the mining industry. Both types of programs are available.

Chairman PERKINS. What other mining occupations do you have in some of your other vocational schools, if they are more comprehensive than those two.

Mr. BURDETTE. Our major area of orientation is basic mining, as we call it, which is understanding ventilation, equipment operation, the whole area of orientation into mining.

Chairman PERKINS. How do you get that equipment in your vocational school?

Mr. BURDETTE. We have developed a number of simulated mines in West Virginia. We layout a section of ground the way a mine would be laid out. We cover a part of it to make it dark. The mining companies provide us with equipment. We train persons in the operation of that equipment in simulated situations.

This, basically, is our miner orientation, and beginning miner training program, in addition to principles of ventilation, safety and so forth. We find that to be a very successful approach.

Chairman PERKINS. I was telling the committee that Mingo County is right next to Kentucky, right next to my district.

Mr. BURDETTE. We are now in a situation where we have a requirement put forth that every person who is employed in the mines in West Virginia must have an 80-hour or 2-week program in mining safety. This will not be inclusive of the operational skills, but just the orientation and safety.

Chairman PERKINS. That is what I have heard. The operators and the safety people stopped on Big Creek to orient the youngsters for the small mines.

Mr. BURDETTE. There has been a Federal requirement of 32 hours of training. In West Virginia, we have an 80-hour requirement. Vocational education has responded, and we will provide that training throughout the State for the persons who will be going into the mines. We are the single agency in the State to provide that training.

We have essentially done the same thing in the area of providing training for the police officers, firemen, emergency medical technicians, and waste water treatment workers. Again, to meet this need requires that the State have funds available and the flexibility for applying those funds where needed.

I understand that there will be some effort made in the new legislation to provide for funds to flow directly to local education agencies on a prescribed formula basis. I oppose this move.

It is absolutely essential that the State vocational education agency have some discretion in making grants to local education agencies in order to provide training to meet the manpower needs of the State and the Nation. This approach also seems to me to have the effect of negating any statewide planning efforts which might be undertaken.

Chairman PERKINS. Your program is flexible. How do you work up the mining program in Mingo County?

Mr. BURDETTE. That program was worked up, primarily, with technical assistance from the State level, and a great deal of assistance from the mining industry in Mingo County. We sat down with those people in an advisory committee type of approach, to find out where the needs were.

Then, we took those needs and tried to transform them into training programs.

In addition, in West Virginia, we operate a number of regional vocational education programs. To have the necessary funding for the operation of these regional programs requires flexibility.

I just want to emphasize once more that to accomplish comprehensive statewide, and to accomplish the meeting of State manpower needs, there must be some flexibility on the part of the organization that funds at the State level.

I understand the need for the Congress to establish certain priorities for programs, and for funding. We certainly are willing, and do not object to that approach. But we do understand and feel the need for flexibility in the utilization of funds within our State.

I understand also that there will be an effort to eliminate the sole or single State agency approach, which has been mandated in vocational education legislation. This has been, perhaps, the major strength of vocational education legislation.

It is the provision which has helped States to move vocational education forward in an organized manner with good planning and purpose. Without the single State agency approach, comprehensive statewide planning will be impossible.

In West Virginia, the State board of vocational education is the single State agency responsible for the receipt and disbursement of Federal vocational education funds. The State board of regents is responsible for the operation of all college and community college vocational technical education programs.

Although we have had controversy over jurisdiction, these two agencies have arrived at significant agreements and postsecondary vocational education has prospered. They provide the associate degree programs, and some shorter term certificate level programs. There is good liaison between the two State agencies.

Chairman **Perkins**. Where do you get your instructors for the mining programs?

Mr. **Burdette**. Primarily from persons who have retired from the mines, or persons who have worked in the mining industry for a number of years. Now with the lesser demand for financial resources, they have decided that they would like to teach.

All of our personnel must have mining experience in order to teach in our mining schools.

Chairman **Perkins**. You certify them as eligible.

Mr. **Burdette**. We certify them on the basis of competency.

Chairman **Perkins**. That is the only way that we can do it.

Mr. **Burdette**. We are convinced of that.

We are afraid of a move on the part of some to split the amount of money that we now have into a greater portion for the postsecondary. We have had a 450 percent increase in postsecondary enrollments since 1969. We are able to make our own decisions in terms of the split of the money, and we have done well with it.

Mr. **Quie**. What is your split right now?

Mr. **Burdette**. We take the 15 percent requirement of part B, and do that. We take State funds and additional Federal funds to meet whatever needs we have, to operate the programs that are justified.

Mr. **Quie**. If we did not have the 15 percent requirement?

Mr. **Burdette**. We are spending far more than 15 percent, and we will continue to do so.

Mr. **Quie**. Would it make any difference in the amount of money that your postsecondary schools get? Even if we increased it to 25 percent, would it make any difference in the amount of money that the postsecondary operations receive from the state level?

Mr. **Burdette**. We are spending more than 25 percent.

Mr. **Quie**. Including State and Federal, do you have a greater percentage than 15 percent going to postsecondary?

Mr. **Burdette**. Yes.

Mr. **Quie**. Would it really make any difference?

Mr. **Burdette**. We think that we need the flexibility to decide where the need is, and to put the money where the need is. I think that I have heard you speak to that.

Mr. **Quie**. My feeling is that we should not have the 15 percent, and you should figure that out.

Mr. **Burdette**. We have 36 percent of our students who start but don't ever complete. Only 9.5 percent of our graduates go into postsecondary level vocational or technical education programs, and about 27 of our graduates go into 4-year colleges or universities. We know that if we do not get vocational education to our students while they are in high school, we are not going to get it to them.

So, we are not willing to see the postsecondary community come in and require us to go to a 60 percent level of funding. We can, again, make that decision ourselves.

We feel the need for training teachers. This is a real problem to us. We do employ those teachers on the basis of competency. But then we immediately put them into programs designed to increase their competence as a teacher. They have the occupational competence when they come to us.

We need funds in the legislation to provide for pre-service and in-service teacher education. These functions need to be under the direction of the State board of vocational education, so that we can meet the needs where they are.

We do not need to see those funds going directly to the colleges, because they don't get into the kinds of programs that we need them for.

There has been a lot of discussion about the use of Federal funds for State and local administration. I think that any effort to limit Federal funds for State administration should be defined pretty specifically as to what you are talking about, when you say administration.

It should not include the technical assistance functions, or other types of functions that are not administrative in nature.

This is going to create a problem in many States. The State legislature has put forth money for programs, but they are very unwilling to put forth money for staffing. It is a fact of life that we seem to live with.

A major need in vocational education today is that of curriculum improvement. I would like to see the new act make provisions for funds for curriculum development on a national, regional, State and local level, and for proper dissemination of curriculum materials that have been developed and field tested.

The State advisory council for vocational education has been a very valuable agency. We do not want them to become administrative, however. We want their role restricted to that of evaluation and review of State plans.

We do see the need for additional support for the guidance types of activities, career education and guidance. I would recommend, certainly, that you consider a section of the specifically treating vocational guidance. I think that in this case, I am talking against myself because I ask you for flexibility, but I think that unless you put the bug on us in this case, we are probably not going to develop in this area.

I appreciate having the opportunity to make this statement. Again, I would like to say that the 1963 Act, and the 1968 amendments have been great. The new act should build on the strength of this previous effort and retain those valuable parts which have resulted in program improvement and which are still valid and needed for the future.

Chairman PERKINS. I would like to ask unanimous consent that your story, which appeared in "Progress—1975 Vocational Educational of West Virginia," on page 30, be inserted in the record. It is of interest. It is a mine constructed above the ground, and provides training opportunities.

[Article and prepared statement of Clarence E. Burdette follows:]

ARTICLE FROM "PROGRESS—1975 VOCATIONAL EDUCATION OF WEST VIRGINIA"

A mine constructed above the ground provides training opportunities for students in McDowell County. The simulated mine is built of block with aluminum roofing. The facility was constructed by the McDowell County Vocational Center's carpentry and masonry classes. The mine is 300 feet long and 160 feet wide. Students tram vehicles in the mine, experiencing the sensations of a real mine. The mine augments a complete program of mine training in the county. Vocational funds of $47,000 helped build the mind.

PREPARED STATEMENT OF CLARENCE E. BURDETTE, ASSISTANT STATE SUPERINTENDENT, BUREAU OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, WEST VIRGINIA DEPARTMENT OF EDUCATION, CHARLESTON, W. VA.

Thank you Congressman Perkins. Before I begin my testimony this afternoon, I would like to express to you and to the other members of your committee my appreciation for the opportunity to come before you and to talk with you about Vocational Education in West Virginia and about the revision of the federal vocational education legislation.

I want to again express my appreciation to you and to the other members of your committee who were present at the time the 1963 Vocational Education Act and the 1968 Amendments to that Act were written.

In that legislation, you provided to the vocational education community in this Nation the framework within which great improvement could be made. For evidence of this statement, one need only look at the vocational education program in West Virginia and at the tremendous forward strides which it has taken using the federal vocational education legislation as its guide.

Using 1965 as a base date, let me tell you what has happened in our State in the past ten years. Enrollments in West Virginia have risen from 36,000 in 1965 to 99,000 in 1975, an increase of 275% in the 10-year period. Let me point out to you that while this increase in vocational education enrollments was taking place, the population in the State was dropping and school enrollments were dropping even more drastically.

In 1965 the facilities for providing vocational education in West Virginia were woefully inadequate. We had at that time only seven (7) facilities in operation which could qualify as area vocational-technical centers. At the present time, we have a total of 53 such facilities.

There is no doubt in my mind but what the federal vocational education acts have provided the impetus for the growth which vocational education has enjoyed in our State. By using federal vocational education money for the construction of a few facilities and the implementation of exemplary types of programs in those facilities, the educators and the public in our State were able to see what vocational education could do.

The Legislature in West Virginia has continued to increase their appropriation for the purpose of providing vocational education. The great improvement in facilities which we now enjoy is a result of the impetus provided through the federal vocational education acts with help from the Appalachian Regional Development Act and from State and local funds which have become available.

I would like to point out, however, that federal funding for vocational education has not kept pace with the need, nor has it kept pace with the levels of increases which have come from both the State and local level. In 1965, West Virginia received $1,700,000 from the Federal Vocational Education Acts. In 1975, we received 3.4 times the amount, or approximately $6,100,000. During the same period of time, State level funds increased 14 times and local funds increased 5½ times.

Gentlemen, I would like to take very strong exception to the position which was taken by the GAO Audit which indicated that the federal vocational education act had not been responsible for providing an impetus nor acting as a catalyst in the development of vocational education. The evidence is too great that it has done this in the State of West Virginia. With the 1968 Amendments, West Virginia has not only been able to move forward rapidly but has moved forward with a balanced program of vocational education. Opportunities are available for persons of all ages and educational levels. Enrollments have increased dramatically at the secondary level, at the postsecondary level, and in adult education. Programs have been established to meet the needs of persons who are disadvantaged and who are handicapped.

Now, I would like to tell you a few thangs about the program in the State which I think might be of particular interest to you. As you know, with the coming of the energy crisis and the problems in the utilization of oil as a fuel, the coal which lies under West Virginia took on a new importance to our Nation. The coal industry in West Virginia is expanding its operation as rapidly as possible in an effort to help meet the energy needs of our country.

Coal production in this day and time requires highly trained skilled workers. The vocational education system in West Virginia has responded to the need for trained coal miners, mine electricians, and mine maintenance personnel with an all-out effort. The increase in the number of vocational education programs for the training of people in coal mining and related skills has been phenomenal. We are presently offering a total of 52 vocational education programs of one type or another in mining occupations. The mining industry looks almost totally to vocational education to meet its needs for trained personnel.

Coal miners in West Virginia are required to complete 80 hours of orientation and safety training prior to employment in mining. I am very pleased to tell you that the vocational education system has responded to the request of our State Department of Mines and has developed the necessary training programs to meet this requirement.

To accomplish this major feat of meeting the manpower needs of our coal industry has required that those of us who work in vocational education at the State level have funds available and the flexibility in the utilization of those funds to act in accordance with the needs of the industry.

A similar effort has been mounted in the area of providing training for police officers, firemen, emergency medical technicians, and waste water treatment workers. Again, to meet this need requires that the State have funds available and the flexibility for applying those funds where needed.

These have been two examples of statewide efforts which have been required to meet training needs in the State.

I understand that there will be some effort made in new legislation to provide that funds flow directly to local education agencies on a prescribed formula basis. I oppose such a move. It is absolutely a necessity that the State vocational education agency have some discretion in making grants to local education agencies in order to provide training to meet the manpower needs of the State and the Nation. This approach also seems to me to have the effect of negating any statewide planning efforts which might be undertaken.

In addition, in West Virginia we operate a number of regional vocational education programs. To have necessary funding for the operation of these regional programs requires that special allocations be made to the regional boards responsible for program operation.

We also find that when a local education agency constructs a new facility, they have a great deal of difficulty finding sufficient local money to finance the extra costs incurred during the start-up of the facility. Our State Board of Vocational Education has a policy of providing special grants to those local educational agencies which are starting up new vocational technical centers.

We do distribute funds to our local education agencies on the basis of a formula. This formula has been designed to meet the special needs of our State and has been approved by the Office of Education.

I feel strongly that the flow-through of funds concept would destroy the capability of the State to react to manpower needs and to implement comprehensive planning and program improvement activities.

I understand also that there will be an effort to eliminate the sole or single State agency approach which has been mandated in vocational education legislation. This has been perhaps the major strength of vocational education legislation. It is this provision which has helped States to move vocational education forward in an organized manner with good planning and purpose. Without the single State agency approach, comprehensive statewide planning will be impossible.

In West Virginia, the State Board of Vocational Education is the single State agency responsible for the receipt and disbursement of federal vocational education funds. The State Board of Regents is responsible for the operation of all college and community college vocational technical education programs.

Although we have had controversy over jurisdiction, these two agencies have arrived at significant agreements and postsecondary vocational education has prospered. One year, and shorter, certificate level programs are operated for the most part by the area vocational technical education centers. Associate degree programs and some shorter certificate degree programs are provided by the community colleges. There is good liaison between the two State agencies.

In many cases, vocational technical centers and community colleges cooperate, with each doing what they can do best, to provide associate degree programs for the people. Vocational centers provide the shop and laboratory courses and the community colleges provide the academic and related technical courses.

Postsecondary vocational education enrollments have increased by 450 per cent in the period 1969–1975. We have just reached the point where we are working together with a single purpose.

Any move in federal legislation to separate vocational education funds by secondary and postsecondary or to eliminate the single State agency concept will result in increased duplication rather than eliminating it—and will serve to deteriorate comprehensive planning between the two agencies providing postsecondary vocational education in West Virginia.

Certainly, Congress would not choose to add funding to postsecondary vocational education programs by taking it away from secondary programs. Both levels need additional funding to continue to do the job which is needed.

I am hopeful that Congress will recognize that many students, if they are to receive vocational education at all, will receive it at the secondary level.

In West Virginia, approximately 36% of the students who enter school do not stay to graduate. Only 9.5% of those who do graduate go on to postsecondary level vocational or technical education programs, and 27.6% go to four-year colleges or universities.

We do anticipate that the number going into postsecondary vocational education will continue to increase and we do recommend that Congress provide additional funding for this purpose, but not at the expense of decreasing funding for secondary level programs.

Several points come to my mind which I hope you will consider in writing new vocational education legislation.

1. The practice which Congress has taken in identifying major priorities for vocational education, and by establishing these priorities with specific levels of funding, has worked well. This approach has been responsible for a great deal of progress being made in West Virginia and across the Nation. Care must be taken, however, that sufficient discretionary funds are provided to allow States to meet State and local priorities.

2. The concept of the sole State agency is one of the major strengths of vocational education. It needs to be retained. Statewide planning for vocational education needs to be strengthened. Manpower information is one of the major needs in order for improved planning to take place. New legislation should speak to this need and provide a method for improving planning and manpower information.

3. The need for well trained teachers continues to be a problem to vocational educators. Both preparatory teacher education and in-service teacher education should be provided for in new legislation. These functions need to be under the direction of the State Board for Vocational Education in each State.

4. Much discussion has come about regarding the use of federal funds for State and local administration. Any effort to limit federal funds for State administration should be accompanied by strict definition of administration which does not include technical assistance and other functions which are not strictly administrative in nature.

5. A major need in vocational education today is that of curriculum improvement. The new Act should make provision for funds for curriculum development on a national, regional, state, and local level and for proper dissemination of curriculum materials that have been developed and field tested.

6. The State Advisory Council for Vocational Education has been a very valuable agency. State advisory councils should be maintained with their major role being that of evaluation and review of state plans. Advisory councils should not have administrative powers.

7. The need for additional support for vocational guidance programs is great. For students to make good vocational choices, proper organized guidance activities are needed. I would recommend that the new Act contain a section specifically relating to vocational guidance.

I appreciate very much the opportunity to make this statement. I hope that you will keep in mind as you draft new legislation that the Vocational Education Act of 1963, as amended in 1968, has been outstanding legislation. The new Act should build on the strength of this previous effort and retain those valuable parts which have resulted in program improvement and which are still valid and needed for the future.

Thank you.

Mr. BURDETTE. There is a picture of the type of facility that I described to you.

Chairman PERKINS. Mr. Morgan, go ahead.

STATEMENT OF J. HERSCHEL MORGAN, MEMBER, BOARD OF EDUCATION, MINGO COUNTY, W. VA.

Mr. MORGAN. I will summarize my statement in a very few minutes. I would like to make two or three points. You have copies of this, and there are 15 more over there.

First, I would like to say that we feel the strength of vocational education should remain at the secondary level. We find no fault, and I speak as a person who has spent 36 years in various aspects of education, mostly at the classroom level, we find no fault with the 1963 act as far as it goes.

We are, however, in West Virginia today, in a position where coal is king. I would like to elaborate a little bit.

We are now teaching classes in mine maintenance, and this is what we have always called it. We have taught them for 2 or 3 years. It is a very expensive thing to do because of the nature of the equipment.

The mines in that particular area have been most cooperative in lending us equipment with which to teach these classes. Obviously, with the kind of money we have, we cannot go out here and buy the equipment used in today's modern mines.

So about the only place that you have to get it is through the generosity of the mines, and they have been most cooperative.

Second, we have a vocational coordinator in Mingo Vocational School for about 3 years. It hurt me, back in the fifties, to see us train vocational people, knowing that the shipyards in Norfolk would give every one of them a job, and they would depart the State. We are training for out-of-State and it is not a pleasant task.

Today, for the first time in my lifetime, Southern West Virginia the mines need all the miners at $50 or $60 a day that can be trained, and that, I think, is a real challenge for the school system of all of those counties.

Chairman PERKINS. Are you getting a lot of applications there?

Mr. MORGAN. Yes. We have an additional adult class, and we are really going into this. It is only at the adult level as yet, but it should be instituted in the high school. However, we have some problems yet, funds being one.

For the first time, we have an opportunity today to do something withcoal. I think that the vocational schools, at least in our area, should go in that direction.

The Mingo County Board of Education has found that the concept of a single State agency is very effectve in administering vocational education programs within our State. I would like to reemphasize that, since I think that it would be detrimental to the vocational education effort to have any other State agency administer those funds.

By the same token, the Mingo County Board of Education will assume, and will continue to assume its role in the utilization of those funds from the standpoint of training. We will welcome, of course, support from other groups. But the primary obligation should rest with the County Board of Education at the local level, who in turn will work with the advisory groups that you mentioned, and the State boards of education at the State level.

I am going to finish my remarks here with the statement that funds be provided to States and local educational agencies as incentives to develop new approaches, and to initiate new ideas which they feel are necessary to solve the vocational education needs of the people of the communities. I think that the choice, and the planning should be at the local level.

Thank you very much.

[Prepared statement of J. Herschel Morgan follows:]

Prepared Statement of J. Herschel Morgan, Member, Mingo County Board of Education, Williamson, W. Va.

Having served in many roles for public education in the County of Mingo, I feel it is necessary to brief this subcommittee on my background and experience so that you may be aware of some of the influences that prompt my testimony.

Elementary and Secondary Teacher.
Coordinator of Vocational Education.
High School Principal.
Assistant Superintendent.
Superintendent.
Currently—Member of the Mingo County Board of Education.

Mingo County has attempted to provide its citizenry with vocational education opportunities for many years. This has been done for all of its citizenry no matter what their age or educational level. We have offered programs through the Manpower Development and Training Act, State Retraining Program, Comprehensive Employment and Training Act, and the regular vocational education program for many of our adults. However, we feel that the strength of our program is and should be at the secondary level.

Mingo County currently has 1,157 students enrolled in vocational education at the secondary level. This is almost 46% of our total secondary enrollment in grades 9 through 12. Although this is above the State average, we feel that there still remains a great need for expansion of vocational education programs in our county. It is our belief that we should be serving at least 80% of our student population at the secondary level at this time.

It has been our philosophy to try to meet the vocational education needs of people in our county at the earliest possible age. It has been our experience that it is very difficult to recruit students for post-secondary programs especially if they have dropped out of school. Of those persons who begin school in Mingo County, approximately 18.5% of them drop out before graduation. Therefore, it is essential that we reach these potential dropouts at an early age to provide them some skills which will make them employable.

For many years, Mingo County was a supplier of manpower for out-of-state firms. However, this situation has been somewhat reversed due to the energy crisis. We currently see a considerable number of job opportunities in coal mining occupations. We are moving to provide training for coal miners to meet the recently enacted State Law requiring 80 hours of orientation before a person can be an underground miner. We plan to incorporate this into our ongoing vocational curriculums where applicable and also to offer this as an adult education course in our county.

The Mingo County Board of Education has found the concept of a single State agency to be a very effective one in administering vocational education programs in our State. We receive our guidance and leadership from the State Board of Education. I feel it would be detrimental to our vocational education efforts to have another agency or more than one agency operating the vocational program. The Mingo County Board of Education has assumed and will continue to assume the role of being the primary educational delivery system in the county for vocational education. Although we recognize, accept, and support the role of other training agencies, we feel it would be detrimental to our vocational education efforts to let another agency assume this role for us.

Mingo County is currently making projections to expand their mining programs especially at the secondary level. However, this expansion is being hampered by budget constraints which we are feeling from State, Federal, and local funds. We have long recognized that it costs more to operate a vocational education program than it does a regular academic program. At this point, we feel the amount received for maintenance of programs is not at the level it should be. This creates problems for us especially in terms of expanding programs of vocational education. Therefore, I suggest that any legislation and subsequent funding that is considered for vocational education give prime consideration to the fact that programs must be maintained at a level which insures quality instruction.

The people of Mingo County are basically independent and proud. They believe in working to solve their own problems. Therefore, I would ask that when legislation is drafted that the State Board be given the flexibility to utilize the federal funds in a way which would meet our needs. Excessive constraints on spending funds for certain age groups or types of people may cause us difficulty in providing the program that our citizens need.

Our Mingo County Vocational-Technical Center currently operates an open-door policy concerning students who can enroll. Our first priority is given to the regular secondary students enrolled in our school. However, postsecondary students and adults are enrolled on a space-available basic at the center.

Some of our major objectives in vocational education are to continue and upgrade the programs that we now have in existence and to add programs in plumbing, body and fender repair, drafting, and practical nursing, in addition to putting special emphasis on occupations in mining as previously mentioned.

In summary, I would like to emphasize the following items concerning pending legislation:

(1) That this legislation give the State Board of Education the flexibility and authority necessary to make decisions concerning the needs of the people of Mingo County.

(2) That sufficient funds be provided not only for expansion of vocational education but for maintenance of current programs at a high quality level.

(3) That definite emphasis be given to programs which provide vocational education at an early age. It has been our experience that remedial efforts in all educational programs end up costing much more and have less benefits than providing the necessary educational programs at an early age.

(4) That funds be provided to states and LEAs as incentives to develop new approaches and to initiate new ideas which they feel are necessary to solve the vocational education needs of the people in their communities.

The Mingo County Board of Education is committed to providing vocational education opportunities for its citizenry. We recognize our responsibility and would carry it out if there were no federal legislation or funds in this area. However, we welcome the opportunity to work cooperatively in this effort with both the State and Federal Government.

Chairman PERKINS. Any questions?

Mr. QUIE. Mr. Burdette, you talked about the Federal Government being a catalyst to bring out some programs. What percentage of the Federal money flows through, or passes through to a local school district as compared to what is retained by the State?

Mr. BURDETTE. We are retaining about 5 percent at the State level, and the rest of it flows through.

Mr. QUIE. If the State retained 30 percent, do you think that this would be a little high?

Mr. BURDETTE. If they retained that just for State operations, that would be high. If they retain it, and turn it into a product, which then goes to the local level, then as far as I am concerned, that is not retaining it. I think that you and I would be in agreement on that.

Mr. QUIE. At least one State retains at least 30 percent, and that is the reason why I think that we have to do something.

The policy that we use, in essence, on the handicapped, is that the money that is retained by the State for any purpose, not just administration, but for the technical assistance which you mention here, be matched 50-50.

Now, on the handicapped, you have a different program. You don't require matching to the local school district. In this program, would you have any objection to the money retained by the State being matched 50-50?

Mr. **Burdette.** I think that you probably ought to give us some 2 or 3 years to work into a 50-50 match, frankly. I think that in our State, we are almost at a 50-50 match. It is probably not more than 60-40 at this time.

Mr. **Quie.** Why do you have to take that many years?

Mr. **Burdette.** I am familiar with the problem of some of the other States, which are not in such a situation as we are. I doubt that in 1 year they can wave their magic wand at the State legislature and come up with a 50 to 50 match.

Mr. **Quie.** It is funny how necessity is the mother of invention. I would imagine that they would develop that relationship with the State legislature, if they needed the money, which to me is a healthy thing.

It really bothers me that the Federal Government should have to pay anything on the administration. It is sort of like when the farmer gives up subsidy to get some extra money in order to keep his books. I think that you ought to do your own bookkeeping. But that is so engrained now.

In higher education, we had a 15 percent limitation, and then we took that off. Now it has shot up to 26 percent. I am afraid that some of these programs are going to get out of hand. My hope is that we can get some legislative control and go to the 50 to 50 match.

Chairman **Perkins.** Let me thank both of you, gentlemen, you, Mr. Burdette, for coming from Charleston, and Mr. Morgan, whom I have met several times. I will send some of my people in Pike County over to see your program. I think that it would be very educational.

Mr. **Morgan.** I am working in Pike County. I am over in Phelps High School this year.

Chairman **Perkins.** Our next panel consists of Dr. Harold R. Binkley, chairman of the Department of Vocational Education, College of Education, University of Kentucky; Dr. Gordon McMahon, immediate past president of Social, Industrial, and Technical Teacher's-Educators, School of Education, University of Michigan; and Dr. George Weigers, president, American Association of Teachers-Educators, University of Tennessee.

Without objection, the written statement will be made part of the record.

[Prepared statement of Dr. Harold R. Binkley follows:]

PREPARED STATEMENT OF HAROLD R. BINKLEY, PROFESSOR AND CHAIRMAN, DEPARTMENT OF VOCATIONAL EDUCATION, UNIVERSITY OF KENTUCKY, LEXINGTON

Mr. Chairman, I am speaking not only as chairman of a department of vocational education, but more importantly my statement represents the position of two national associations of teacher educators in vocational education, namely the American Association of Teacher Educators in Agriculture and the American Association of Teacher Educators in Industrial and Technical Education, who have a combined professional membership of some 1,300 throughout the 50 states.

Within recent years, particularly since 1968, state departments' support for vocational teacher education has taken a significant drop or has been eleminated entirely. A recent telephone survey of nine states revealed that six state departments have eliminated all of its support of the regular teacher education program with the remaining three initiating substantial cuts in their support. Attached to this statement, and for the record, is a copy of this study.

These facts show, without doubt, the abdication of the teacher education responsibility by many state directors of vocational education in favor of its almost complete governance by higher education. After all, it is reasoned, higher education is responsible for the production of all other teachers—why not vocational teachers, and at no cost to vocational education? Such "penny pinching" thinking will in the long run cost vocational education dearly and is "shortsighted" on the part of all who hold this point of view.

[It is no wonder then thata the time is right for the inclusion of some specific identification of vocational teacher training funds in any revision of the Federal legislation.] Mr. Chairman, any administrator of a vocational program will admit that, if given excellent teachers, the product turned out by the programs will be excellent. Given mediocre or poor teachers, then the product will be less. We doubt any of us want this.

Teacher preparation programs in vocational education are the most fundamental and basic aspects of vocational education. With good vocational teachers, the best of facilities, equipment, and materials may very well end up as a tremendous waste of money and student time for those enrolled in such programs.

Mr. Chairman, may I point out that while other areas of education have a surplus of teachers, vocational education needs a significant number of new teachers annually. Rupert Evans[1] in his report to the National Advisory Council on EPDA in January 1973 reported a very significant annual need of approximately 20,000 new teachers of vocational education. Another example of the significant need is the state of New Jersey, which as of January 1, 1976, had 542 teachers employed on sub-standard certification.

At this point, Mr. Chairman, I would like to focus on two different groups [I desire to direct attention to the significance of the need for funds earmarked for teacher education programs in vocational education from two perspectives, namely:] 1) state departments of education, and 2) the colleges and universities.

STATE DEPARTMENTS OF EDUCATION

Funds earmarked for teacher education protect this vital service from special and personal interests of individuals in the state departments of education. The importance of teacher education should not be left to administrative whims, or proliferation to less consequential activities. Adequate financing of this significant aspect of vocational education must not be left to chance.

The trend of drastically reducing support for basic teacher preparation programs (both pre- and in-service) and converting more money to less fundamental and short-term needs and special projects dealing with innovative, exemplary, and pilot programs diverts and dilutes the teacher education efforts from the basic teacher education programs (in all service areas) and "hacks away" at the fundamentals and the quality of the programs which should be producing effective professional vocational teachers. It "hacks away" at the continuity and the stability of good, functional, teacher education programs so important to the future of vocational education in this country.*

COLLEGES AND UNIVERSITIES

The pre-service teacher preparation programs in vocational education have and will continue to be more expensive than the preparation of teachers in the academic areas. Student enrollment in the basic methods and other professional education courses for elementary and secondary teachers are large in number because of the general nature of such courses for these teachers; whereas, the number of students enrolled in methods and other courses in the several vocational areas are relatively small because the teaching strategies are diverse and different for each of the vocational program areas.

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[1] Rupert Evans, *Vocational Education: Staff Development for the '70's*, Report to National Advisory Council on EPDA, January 1973.

There are those institutions of higher education who would propose to put prospective vocational teachers in the general methods courses. And, there are those who would advocate putting all prospective vocational teachers in the same vocational methods courses. The restraints which will be placed upon university budgets in the immediate years ahead could very well force the implementation of one of these two detrimental ideas which, if implemented, would have a devastating effect on the quality of the teacher preparation programs in vocational education in the years ahead. In all professional foresight and honesty, we feel sure the Congress would not want this to happen.

Teacher preparation programs in vocational education in institutions of higher education must maintain their service area identity such as agricultural education, business education, distributive education, health education, and trades and industrial education. Students preparing to become vocational teachers must, of necessity, be separated into classes where the teacher preparation focuses on a specific vocation, not on vocations in general. Therefore, the programs will be more costly to provide and Federal earmarked funds are justified to support this additional cost.

The departments of vocational education in the colleges and universities are constantly plagued with having to explain and justify the low full-time equivalent (FTE) student ratio to the various administrative bodies. The FTE student ratio is consistently lower than other departments and is justified on the basis of the reasons cited above.

Much of the teacher education effort [illegible] institutions of higher education in vocational education is in-service. Of [illegible] note and significance is that which has to do with trade and industr[illegible] teacher preparation of those teachers who come to the teaching profession from business and industry and are required to meet teacher certification requirements through a teacher preparation program. The geographical spread of these teachers throughout a state requires the taking of courses to them through extension education. In addition, the follow-up of first-year vocational teachers in their respective schools to help them succeed and become established in the profession is significant to their development and is costly in both time and money.

Mr. Chairman, too often overlooked is the fact that it takes considerable time and effort to develop a productive and effective teacher educator in vocational education; not a few weeks, but three to five years. Such teacher educators, regardless of how capable and eager they may be, cannot develop the competencies needed by an effective teacher educator if they are constantly plagued with the need for developing proposals for innovative, exemplary, pilot programs to meet short-term funding needs to support part or all of their salaries.

What is needed from any new vocational education legislation is the inclusion of some strong language—stronger than in the past—requiring vocational dollars to be spent on a state-matching basis with higher education dollars for the training of vocational teachers. Nothing less than this will assure the vocational delivery system—the kind of thrust—you and your committee envision. Such a provision will insure once and for all a base from which vocational teacher education in a state can operate and at the same time lend the "clout" needed to give vocational teacher training a high priority on the campus of our colleges and universities. This is a must if vocational teacher education is to regain some "lost ground" and provide a high quality teacher education program with continuity and stability for the years ahead.

Mr. Chairman, staffing of the vocational delivery system that Federal legislation has helped to build from the passing of the Smith-Hughes Act of 1971 to your 1963 Act as amended is too important a problem to be overlooked in your deliberations. Our pleas is that you make vocational teacher training central in your revision of the Federal legislation.

Thank you.

SPECIFIC CASES OF STATE DEPARTMENT SUPPORT OF TEACHER EDUCATION IN VOCATIONAL EDUCATION

Nine institutions of higher education, similar to the University of Kentucky were contacted by telephone, (including three bench-mark institutions) and an inquiry made as to the State Department level of support for teacher education in vocational education.

There follows a brief summary of the status of State Department support:

AUBURN

Because of erosion of support from the State Department of Education for teacher education in vocational education and dictation of what teacher education should do and how, Auburn University is requesting in its next biennial budget a line item for teacher education in vocational education.

1974–75.—State Department Support, 47 percent.

GEORGIA

Several positions are supported 100 percent by the State Department. They have, during the last seven years, gone from the University paying 27 percent of the teacher education budget up to the current year of 59 percent.

1974–75.—State Department Support, 41 percent.

It is likely in the years ahead that the State Department support will remain at the same dollar level, thus reducing support 3 to 4 percent per year. The State Department is getting pressure to support teacher education programs in vocational education from other institutions of higher education.

"I want to maintain a level of State Department support (percentage-wise) because teacher education needs to provide a vital input into the state programs of vocational education. In a large measure teacher education does a significant amount of the thinking for the State Department as it pertains to vocational education."

ILLINOIS

Up until 1968 State Department support for teacher education in vocational education was roughly 50 percent. In 1968, the State Department withdrew its support for teacher education in vocational education in all institutions of higher education in the State.

The Department of Vocational Education never knew how much the total support really was—all support went to the General Fund. So, when the support was withdrawn the department chairman never really knew much about it. The University absorbed the loss of support.

1974–75.—State Department Support, 0 percent.

MISSOURI

Three years ago the State Department started cutting back on the total dollar support for teacher education in vocational education. They established 1972 as a base year and the total dollar support has been about the same each year since.

1974–75—State Department Support, 41 percent.

The State Department has said that starting in 1975–76 they are going to start phasing out the existing support of teacher education in vocational education.

NEBRASKA

Four years ago the State Department supported teacher education in agricultural education at 50 percent. Today it is around 42 percent. However, other teacher education units are supported at a somewhat lower percent. State Department support for home economics down from 12 to 7 percent. In business education the State Department supports 50 percent of *one* salary where there are two staff members, averaging 25 percent support. The same is true for distributive education.

1974–75.—State Department Support: Agricultural education, 42 percent; Home economics, 7 percent; Business education, 25 percent; Distributive education, 25 percent.

Jim Horner commented that the State Departments in Wisconsin and New Jersey have withdrawn all support for teacher education in vocational education.

NORTH CAROLINA

A few years ago the State Department supported teacher education in trades and industrial education at 95 percent, with other service areas varying and at a much lower percent. In recent years, the State Department has steadily dropped its dollar support for teacher education in all service areas in vocational education until this year—the support is at 30 percent.

1974–75.—State Department Support, 30 percent.

1975–76.—State Department withdrew all of its support.

RUTGERS (NEW JERSEY)

1975–76.—State Department withdrew all of its support.

UNIVERSITY OF TENNESSEE

1975–76.—State Department withdrew all of its support.

WISCONSIN

1974–75.—Universities in the State of Wisconsin receive no State Department support for teacher education in vocational education.

STATEMENT OF HAROLD R. BINKLEY, PH. D., CHAIRMAN, DEPARTMENT OF VOCATIONAL EDUCATION, COLLEGE OF EDUCATION, UNIVERSITY OF KENTUCKY

Dr. BINKLEY. Thank you, Mr. Chairman.

I am Harold Binkley. I am the chairman of the department of vocational education, College of Education, here at the University of Kentucky, which trains teachers in all areas.

Today, I am speaking not only as chairman of the department of vocational education, but more importantly my statement represents the position of two national associations of teacher-educators in vocational education, namely, the American Association of Teacher Educators in Agriculture, and the American Association of Teacher Educators in Industrial and Technical Education, some 1,300 of these individuals, throughout the 50 States.

I have been delighted by the number of questions that have been raised by the members of your committee pertaining to teacher education. Earlier this morning, there were several questions raised about teacher education and certification. This is very gratifying because it shows an interest on your part.

My remarks will deal with teacher education, and likewise will Dr. Weigers', who is to follow.

Within recent years, particularly since 1968, State departments' support for vocational teacher education has taken a significant drop or has been eliminated entirely. A recent telephone survey of nine States revealed that six State departments have eliminated all of its support of the regular teacher education program with the remaining three initiating substantial cuts in their support. This to me is very bad. This survey has been made part of the record.

These facts show, without doubt, the abdication of the teacher education responsibility by many State directors of vocational education in favor of its almost complete governance by higher education.

After all, it is reasoned, higher education is responsible for the production of all other teachers, why not vocational teachers, and at no cost to vocational education? Such penny pinching thinking will in the long run cost vocational education dearly and is shortsighted on the part of all who hold this point of view.

Mr. Chairman, any administrator of any vocational program will admit that, if given excellent teachers, the product turned out will be excellent. Given mediocre or poor teachers, then the product will be less. We do not any of us want this.

Teacher preparation programs in vocational education are the most fundamental and basic aspect of vocational education. Without good vocational teachers, the best of facilities, equipment and materials may very well end up as a tremendous waste of money and student time for those enrolled in such programs.

Mr. Chairman, may I point out that while other areas of education have a surplus of teachers, vocational education needs a significant number of new teachers annually. Rupert Evans in his report to the National Advisory Council on EPDA in January 1973, reported a very significant annual need of approximately 20,000 new teachers of vocational education.

Another example of the significant need is the State of New Jersey, which as of January 1 of this year, had 542 teachers employed on substandard certification.

At this point, Mr. Chairman, I would like to focus on two different groups: (1) State departments of education; and (2) the colleges and universities.

Funds earmarked for teacher education protect this vital service from special and personal interests of individuals in the State departments of education. The importance of teacher education should not be left to the administrative whims, or proliferation to less consequential activities. Adequate financing of this significant aspect of vocational education must not be left to chance.

The trend of drastically reducing support for basic teacher preparation programs—both pre- and inservice—and converting more money to less fundamental and short-term needs and special projects dealing with innovative, exemplary, and pilot programs diverts and dilutes the teacher education efforts from the basic teacher education programs in all service areas, and hacks away at the fundamentals and the quality of the programs which should be producing effective professional vocational teachers.

It hacks away at the continuity and the stability of good, functional teacher education programs, so important to the future of vocational education in this country. May I point out that the only way you are going to measure that is the jobs, the results obtained by jobs from that particular area, or trade, or craft that is being taught.

Moving to the colleges and universities, the preservice teacher preparation programs in vocational education have and will continue to be more expensive than the preparation of teachers in the academic areas.

Student enrollment in the basic methods and other professional education courses for elementary and secondary teachers are large in number because of the general nature of such courses for these teachers; whereas, the number of students enrolled in methods and other courses in the several vocational areas are relatively small because the teaching strategies are diverse and different for each of the vocational program areas.

There are those institutions of higher education who would propose to put prospective vocational teachers in the general methods courses. There are those who would advocate putting all prospective vocational teachers in the same vocational methods courses.

The restraints which will be placed upon university budgets in the immediate years ahead could very well force the implementation of one of these two detrimental ideas which, if implemented, would have a devastating effect on the quality of the teacher preparation programs in vocational education in the years ahead.

In all professional foresight and honesty, we feel sure that the Congress would not want this to happen.

Teacher preparation programs in vocational education in institutions of higher education must maintain their service area identity such as agricultural education, business education, distributive education, health education, and trades and industrial education.

Students preparing to become vocational teachers must, of necessity, be separated into classes where the teacher preparation focuses on a specific vocation, not on vocations in general. Therefore, the programs will be more costly to provide and Federal earmarked funds are justified to support this additional cost.

Mr. Blouin. You are talking about grouping them into one general category as opposed to tying them down to a specific training program.

Dr. Binkley. The technique and strategies of training an industrial teacher are quite different from the techniques and strategies of training a teacher in agriculture. All kinds of things are different in training an industrial teacher and an agricultural teacher.

Mr. Blouin. In terms of the tools of that teacher, they can operate within a changing industrial need.

Dr. Binkley. That is correct.

In our judgment, Mr. Chairman, and too often overlooked is the fact that it takes considerable time and effort to develop a good, productive career educator in vocational education. It does not take a few weeks, but 3 to 5 years.

Such educators, regardless of how capable or eager they are, when they come out with a Ph. D., cannot develop the competencies needed by an effective teacher-educator if they are constantly plagued with the need for developing proposals for innovative, exemplary, pilot programs to meet short-term funding needs to support part or all of their salaries.

What is needed from any new vocational education legislation is the inclusion of some strong language, stronger than in the past, requiring vocational dollars to be spent on a State-matching basis with higher education dollars for the training of vocational teachers.

Nothing less than this will assure the vocational delivery system the kind of thrust you and your committee envision. Such a provision will insure once and for all a base from which vocational teacher education in a State can operate and at the same time lend the clout needed to give vocational teacher training a high priority on the campus of our colleges and universities.

This is a must if vocational teacher education is to regain some "lost ground" and provide a high quality teacher education program with continuity and stability for the years ahead.

Mr. Chairman, staffing of the vocational delivery system that Federal legislation has helped to build from the passing of the Smith-Hughes Act of 1917 to your 1963 act as amended, is too important a problem to be overlooked in your deliberations. Our plea is that you make vocational teacher training central in your revision of the Federal legislation.

Thank you, sir.

Chairman PERKINS. Mr. Quie, do you have a question?

Mr. QUIE. If the department of vocational education at the State level runs a program, do they also go through and supervise the program in the institution, and tell how to run that program?

Dr. BINKLEY. We do this at this institution, and many other institutions. The first year teachers that go out on a job, we provide some followup service, by going and sitting in the classroom, and observing the teacher operate all day long, to help him become established.

Mr. QUIE. Is it the university that does that?

Dr. BINKLEY. For the ones that we train, this institution does it.

Mr. QUIE. What difference does it make where the money comes from? This is the same question that I asked this morning of Dr. Doran. If it has to be done, do it. You are running the institution.

Dr. BINKLEY. The first statement I made showed that there was no support in six institutions, and they were cut drastically.

Mr. QUIE. There is a surplus of teachers in most of the States, but there is a shortage of vocational education teachers. If a person wants to teach, wouldn't they normally look and see where they can get a job namely in vocational education? They could run through that program, and become a vocational teacher with a little bit of guidance and direction.

You don't need us to tell you how to do it.

Dr. BINKLEY. If you leave it up to the institutions to provide the money for the followup, it would end up being zero. I think that it is pretty fundamental in getting a teacher established and becoming an effective teacher.

Chairman PERKINS. Mr. Blouin.

Mr. BLOUIN. I have a pretty tough time following some of the logic too.

If there is no support for the particular program within a State, it seems to me that it is incumbent upon the legislature, or the governing body within that State to make that determination within some broad general guidelines and standards.

Mr. QUIE. You determine what you need, you pick them out of those industries, and do it without going through all of that.

Chairman PERKINS. We will hear from the next gentleman, Dr. McMahon.

Dr. BINKLEY. Dr. McMahon was not able to attend

Chairman PERKINS. Dr. Wiegers.

STATEMENT OF GEORGE W. WIEGERS, JR., PH. D., PRESIDENT, AMERICAN ASSOCIATION OF TEACHER-EDUCATORS IN AGRICULTURE, UNIVERSITY OF TENNESSEE

Dr. WIEGERS. Mr. Chairman, I am George W. Wiegers, Jr., and I am president of the American Association of Teacher-Educators in Agriculture, an affiliated organization of the Agricultural Education Division of the American Vocational Assoc.

I am grateful for the privilege to represent teacher educators in agriculture in our various colleges and universities in the United States.

The major and basic function of vocational teacher education, the same in all teacher education program areas, is to supply the public and area schools with competent teachers, administrators and supervisors' in numbers adequate to meet local and State needs.

The important and significant function was recognized and appreciated by the authors of the Smith-Hughes Act. In fact, this original act provided approximately 14 percent of the total Federal funds appropriated annually for vocational education for the preparation of vocational teachers.

The act provided that such training be carried on under the supervision of the State board in schools or classes under public supervision and control. Subsequent Federal acts have authorized additional funds for teacher education.

The George-Barden Act provided one authorization for each service field and no separate authorization for teacher training. With this arrangement, each State made its own determination of the portion of the allotment in a given service field to be used for teacher education.

The Vocational Education Act of 1963 required the State to spend at least 3 percent of its allotment for such ancillary services as preservice and inservice teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership.

Mr. Chairman, the Vocational Education Act of 1963, as amended in 1968, is basically sound, but teacher education needs strengthening. It is obvious that basic and fundamental teacher education has had to compete with many other ancillary services for needed funds in recent years.

The need for Federal financial support for teacher education in the 1970's has increased many fold since the passage of the Smith-Hughes Act. Teacher education now embraces preservice training, inservice training, curriculum development, research, leadership training and other components.

The following are recommendations that I have drawn from the leaders in the American Association of Teacher-Educators as to what we would like to see. We would like to see:

One: That teacher education be an integral part of the State plan for vocational education.

Two: That teacher educators be directly involved in the State planning and coordinating processes.

Three: That a single State agency be responsible for planning, coordinating, and administering all vocational teacher education programs in a State.

Four: That teacher education include inservice training, preservice training, curriculum development, research, and leadership development, presently EPDA part F.

Five: That teacher education programs be designed to meet the needs of the students at the preservice and inservice levels. I think that Dr. Binkley has pointed out that we were doing a fair job in preservice, but we are not coming up to the standards in inservice programs.

Six: That funds be specifically identified for teacher education in the State plan.

Seven: That accountability measures be established to insure proper usage of teacher education funds.

Eight: That 7 percent of the total funding for vocational education be specifically authorized for basic and fundamental teacher education with an additional $10 million for leadership development. When that figure was arrived at, I got estimates all the way from 5 to 10 percent. I know that this is roughly half of what we got in the Smith-Hughes Act.

I want to thank the subcommittee for the opportunity to make this brief statement.

Chairman **Perkins**. Thank you for coming here.

Let me ask you. Do you shift, sometimes, in the administration of your program in order to go to jobs in a particular community. You have to select instructors from the industry that you are going to train for the areas where you have a lot of jobs. Am I correct in that?

Dr. **Wiegers**. We are doing it in industrial education, and some in occupational home economics.

Chairman **Perkins**. You get people that qualify regardless of their educational attainment. If they are good instructors, you certify them.

Mr. **Quie**. What do you think of what we have been talking about today. You need some skills for a particular occupation. You just go out and find the best person who knows that, and he is good in that, and he happens to have some teaching background. You just go out and hire that person, and provide some inservice training a little later on, rather than letting the peoople who come through the institution of higher education——

Dr. **Wiegers**. The first consideration is that they have the expertise, the professional expertise. The second consideration would be the technical competence. Third, if I had to, I would take the professional. This would be my second priority, but unfortunately, in my State, we cannot get them qualified.

Mr. **Quie**. I know that it is tough for teacher organizations to accept that. I know that it is tough for them, because they have been working so long on increasing the standards and certifications.

Dr. **Wiegers**. I was on the other side of the fence, but I have worked across the board.

Chairman **Perkins**. It is a changing situation. It is changing everywhere.

Dr. **Wiegers**. Five years ago, I would have said that everyone should have a B.S. degree, but I would not say that anymore.

Chairman **Perkins**. Thank you, gentlemen, you have been most helpful to us. We have some different view points, but that is what makes good testimony.

Come around, Dr. Lamar. You wanted to comment on this report that has been put out by the State advisory council for vocational education.

You have made a good witness in Washington on this legislation heretofore, and you have testified at length, but this is the first time that I have ever seen the report.

Go ahead and comment on the report, and make whatever other comments you want to make.

Dr. **Lamar**. A lot of this has already been said. Dr. Graham has regretted that he could not stay and give his testimony. He is on the program for the American Association of School Administrators for the national meeting in Atlantic City, and he had to catch a plane this morning at 11 o'clock. This is why he had to rush out of here.

The only thing that I would say, and not necessarily about the report, but in Kentucky we have, I think, the best State advisory council in these United States. Howard, whom you have already heard, is a director for that group, and we work very closely with that group.

Actually, I have been meeting with them every time they meet, so I have been involved in the discussions that led to their recommendations. I have no comment to make, other than let the record stand as it is. That record, as you know, does become a part of——

We have to react to those recommendations in the development of our State plan, and they are part of our State plan.

This is all the statement that I have to make.

Chairman **Perkins**. Mr. McDowell, would you want to make a statement, very briefly, since you have waited here all day.

STATEMENT OF GLEN D. McDOWELL, VICE PRESIDENT OF THE AMERICAN VOCATIONAL ASSOCIATION

Mr. **McDowell**. We have bad telephone communication, but you did hear from my school superintendent, and the coordinator for our vocational program for Pike County. I did not know that they were going to be here. I was surprised to see them, and they were surprised to see me.

I have submitted a statement.

Chairman **Perkins**. Without objection, it will be printed in the record.

[Prepared statement of Glen D. McDowell follows:]

PREPARED STATEMENT OF GLEN D. McDOWELL, TEACHER OF VOCATIONAL AGRIBUSINESS EDUCATION AND PRESIDENT OF THE AGRICULTURAL EDUCATION DIVISION OF THE AMERICAN VOCATIONAL ASSOCIATION, AND A VICE PRESIDENT OF THE VOCATIONAL ASSOCIATION

Mr. Chairman and Members of the select committee: I am Glen D. McDowell, Teacher of Vocational Agribusiness at the Johns Creek School in Pike County, Kentucky. It may be important to add that I am also President of the Agricultural Education Division of the American Vocational Association and a Vice President of that Association representing Agricultural Education.

It is an honor for me, a classroom teacher in a public secondary school, to have this opportunity to "testify", as it were, before you in support of an expanded role by the Federal Government in Vocational Education. It is also a challenge since your Committee holds an important key and will be instrumental in charting the course and determining the future opportunities thousands of youth and adults throughout the nation have to receive programmed learnings and supervised "hands-on" experiences leading to skills in job performance, leadership, citizenship and community development. Hopefully, my presentation will contribute toward securing new legislation where needed and the retaining of present laws where adequate which will, when all are placed together under one umbrella and implemented, remove impediments and cause improvements to be made in vocational programs, result in expanded financial support and provide professional personnel for program leadership beginning at the National level.

First, I want you to consider a severe impediment at the National level. In the early 1960's an effective move began to downgrade and/or remove professional staff in the various vocational disciplines from the U.S. Office of Education. Those who engineered and/or continued this move have almost attained 100% success, since at this time only seven (7) program specialists (professionals) are assigned to the Division of Vocational Education in the Bureau of Adult Vocational and Technical Education of the U.S. Office of Education. Regrettably, I do not have personnel numbers at the time the downgrading began including deletion of discipline identities and removal, if possible, of professional staff but these figures from recent times indicate the trend: Staff, including clerical personnel, in the Division of Vocational Education was 74 in 1971, 34 in 1974, and 31 as of Wednesday of this week. As previously noted, only 7 of the 31 staff members presently employed are program specialist by title. I feel sure a look at their varying day-to-day assignments would be of interest. The low status of program planning on the U.S. Office of Education is even more apparent when the 7 are viewed in relation to the 1242 employees assigned to the Washington Office in 1975.

The staffing situation is beyond rational comprehension when the funds provided for Vocational Education by the Congress have increased from some $50,000,000 to $500,000,000, over the last 12 years and it is the responsibility of the U.S. Office of Education to administer these funds and to implement the full legislative intent of the Congress for programming on the National level. Has emphasis been placed on doling out funds rather than on providing leadership and service activities? I believe I am correct in saying that Congress has recognized the need for leadership in Vocational Education but the Office of Education has failed to adequately staff the office with vocationally trained personnel.

The failure, intended or otherwise, on the part of the management of the U.S. Office of Education has, of course, varied in its negative effect on programs at the State level and among teachers in the classroom. Research will surely prove that the Office's patterns influence State Departments of Education. Total followers and/or non-believers in Vocational Education among chief state school officers were quick to begin and have continued to follow the U.S. Office by downgrading or removing professional staff in the various recognized vocational disciplines. Thankfully, the education leadership in Kentucky did not follow but, I believe, restructured only where it was felt the delivery of programs in Vocational Education would be enhanced. Believe me, what happens in Washington and at the State level does find its way quickly to the classroom—frustrated and no-identity teachers will not get the job done. Many of our best teachers, particularly the young ones, have searched for and found other employment.

A second serious impediment is the continued cut back in support for vocational student organizations in the U.S. Office of Education. How great they are and we fully support them is often heard but the facts tell another story. Surely a way can be found to make these organizations truly a supported integral part of the instructional programs. The leadership, citizenship and community development thrust alone of these organizations mandate that they be supported and expanded at all levels of government.

The staffing situation in the U.S. Office of Education which has been followed in some states is a major non-support cause factor. A prime example of what can and has happened at the state level is evidenced in Illinois. The Illinois Association of Teachers of Vocational Agriculture was forced to assume the full leadership rule through its Executive Secretary in order to prevent the demise of the Future Farmers of America Association in that state. This came about because of the re-structuring *out* of the state's supported Executive Secretary of the FFA.

At this point I want to commend the Congress for having the foresight to enact the Vocational Education Act of 1963 and the Amendments of 1968 and to fund them consistently at an increasing rate.

Vocational education has come a long way in recent years and this is evidenced by what has happened in my home county. Programs have been expanded, new ones have been added, and there has been a significant increase in the number of students served. Note: Since 1964, in the nine (9) secondary schools in the County School System programs have increased from 2 in Vocational Agriculture and 8 in Home Economics to a total of 26 programs. Seventeen (17) of these programs deal with new areas in Vocational Education, namely: Distributive Education—2; Business and Office—8; and Special Programs for the Disadvantaged—7.

The present enrollment in these schools is approximately 4,241 with 2,810 being enrolled in a vocational program at their schools. In addition, students from some of these schools attend the Belfry Area Vocational School or the Millard Area Vocational School. The total enrollment in these two schools is 390. In addition, a number of Pike Countians attend the Mayo State Vocational School in Johnson County.

Thus, it is evident that Vocational Education in Pike County has expanded significantly and is serving more than 2,500 students. However, many students who desire to enter and can profit from these programs cannot enroll due to lack of facilities and teachers. It is important to note here, in connection with the need to further expand programs and facilities, that the waiting list at the Mayo State Vocational School numbers 676 at present.

Lest I forget, I want to report to you that the Pike County Board of Education, in cooperation with the State Board of Education and the Kentucky Bureau of Vocational Education, has moved to further expand student opportunities. A new area vocational school will be in operation at Phelps soon.

It goes without further proof that programs in Vocational Education have been expanded and are serving a significant number of students in my home county. This would not have been possible without assistance at the National level through enactment of legislation which recommended directions and provided funds, including categorical funding. However, despite these gains, I estimate new facilities need to be provided so that some 900 of the students not now enrolled in a vocational program may do so. In addition, the Vocational curriculum needs to be broadened, teacher student loads in many areas decreased and many of the present facilities improved.

As if often the case among us educators, I have left until almost last consideration of Special Programs for the Disadvantaged and Handicapped. As I view it, we have barely scraped the surface in meeting the needs of students who are in one or more of the categories used to identify the disadvantaged and/or handicapped who need special attention and educational opportunities leading to gainful employment and full participation as a citizen in our society. The best feelings I have had as a teacher was being able to give more attention to and assisting directly the some 60% of the students enrolled in our Agribusiness Classes who are considered to be disadvantaged. Program direction and funding by Congress made this endeavor possible. However, the program was curtailed this year due to lack of funds to employ an aide. Perhaps I should state here that some 2,500 of the students enrolled in the Pike

County Schools are probably in one or more of the disadvantaged and/or handicapped categories.

I have other areas of concern which can only be corrected, I believe, by enactments by Congress. However, I surmise that most of these will be presented to you for consideration.

May I, in closing, recommend these things to you for your consideration in developing new or defending present laws relating to Vocational Education:

1. Enactment of legislation with "teeth" to guarantee adequate staffing for Vocational Education in the U.S. Office of Education, including the Regional Offices. This staff should be identifiable by assignment to their vocational discipline area.

2. Enactment or amendment of legislation to secure support for Vocational student organizations in the U.S. Office of Education which will make clear, once and for all, that these organizations are an integral part of the instructional program of the Vocational discipline represented by their membership.

3. Amendment of present Vocational legislation to bring about needed expansion and funding rather than begin a new "ballgame" with non-vocational educators in the coaching and scheduling spots.

4. Retain categorical funding as a part of the package and consider the addition of all disciplines under a new category.

5. Include a definition of Vocational Education in legislation.

Thank you for listening!

Mr. McDowell. In my statement, I have tried to approach four areas of concern.

In addition to being a teacher in the classroom, at present I am president of the Agricultural Education Division of the American Vocational Association, and a vice president of the American Vocational Association representing agriculture education.

I want to commend this committee, and the Congress, for the 1963 Vocational Education Act, and the 1968 amendments. Certainly, as I have witnessed today, you are sticking with it. There is now a little better attitude in the Congress.

Since the 1968 amendments, as far as identity for vocational education program direction out of the U.S. Office of Education, this almost approaches nil at the present time. There are seven program specialists in the Office. The statement that I made does not say how much this costs to have this out in the field, except in one area where the trend in Washington is to go into the States.

In States where there was not strong leadership everything happened in the way of personnel.

The other area is the cutback in support for youth organizations, as we call them. I would hope that the Congress would pay attention to this. I believe that this should be spelled out in legislation. Youth organizations are an integral part of the vocational programs.

I have listed four areas where the present amendments are not meeting the needs. I think that you should take care of this through new amendments, rather than a whole new ball game, as I would see it.

We would like you to retain categorical funding, and in the legislation, include the definition of vocational education. I know that we have run into trouble with this, and it does need to be spelled out.

I have a definition that was developed by a subcommittee of the AVA board which I could leave with you.

Chairman Perkins. Without objection, it will be inserted in the record.

A DEFINITION OF VOCATIONAL EDUCATION

Vocational education means organized educational programs, services and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(Developed by a subcommittee of the AVA Board of Directors and approved by the entire Board.)

Mr. McDOWELL. Gentlemen, I appreciate the opportunity to be here. Hopefully, you will find time to look at the statement.

Chairman PERKINS. I think that we understand you clearly, Mr. McDowell. Thank you for your appearance.

Dr. Lamar, let me ask you a question.

Pike County is producing more coal presently than any other county east of the Mississippi River. Things have changed drastically in that area in the last 2 years. If you are not right in the area, it is difficult to keep up with what is going on.

I personally feel that you can get wholehearted cooperation from the industry. You may not know them like Carl Perkins knows them, the coal operators and the coal miners.

It is going to take a special effort, meetings with your employment offices, to get your manpower people to agree to bring the industry people into the area.

I would offer the suggestion that somebody connected with the coal business, a man like Francis Burke, who is a good lawyer, get all of these groups together. I am of the opinion that you can get all types of people to work with you, people like George Evans who was here this morning.

They will help you to get some mine operation programs going in the area. The shortage of funds is one of the great problems.

You ought to be congratulated for your new school that you have built at Belfry, which is a beauty. It is within a few miles of Mingo County, W. Va. I think that it will work wonders for the whole area. A lot of those youngsters are going into the mines.

Around on Pine Creek, and other places, and in the Pikeville area, there has been a generation gap that you have heard George Evans talk about. The men came back from World War II, and they left the State. A new generation has grown up now, and they do not obtain this know-how from their fathers that worked in the mines. It has not rubbed off on them.

But you have the talent there in that area, and it would be one of the greatest things in the world to reduce the unemployment rate. You have an unemployment rate of about 17 percent in Floyd County, Ky. If we could get some of these manpower programs set up to take care of these youngsters, with industry providing assistance, labor providing some assistance, and your manpower people and your office cooperating.

I would personnally like to see that tried out up there, because it is working over in Mingo County. It is working in all those coal producing counties in West Virginia. To get the instructors, you will just have to pull them out of the mines. I think that they will cooperate with you. I think that the operators will lend them on a part-time basis to help train these miners.

I attended the safety day meeting over at the old fort on Big Creek, close to the West Virginia line, just a few miles away. I talked to these youngsters that are going into the mines. It is a difficult task to get them qualified. There is 1,000 youngsters up there that would go into the mines, if there was a way to get them qualified.

There is no other way to do it except by everybody working out the program together. That is the only way in the world that it can be done.

Dr. LAMAR. I have a feeling that the same group that Mr. Burdette from West Virginia was talking about may have been talking to us, I guess, on about three or four different occasions.

Very definitely, they have agreed. Basically, they were interested in developing the safety program to get the 80 hours of instruction. They have been in touch with us, and we are trying to work with them.

Actually, this week, we sent a group to Pennsylvania to observe some programs as a result of working with the mine people. This relates to both eastern Kentucky and the western coal field. So we are doing our best to work with them.

Chairman PERKINS. Pennsylvania coal is different from the coal that you get in Mingo County.

Dr. LAMAR. This is a training program that they wanted to see, and the mine people were the ones who asked us to go up there.

Chairman PERKINS. You can see those programs right there by you, and I think that this is the answer to our problem in eastern Kentucky. This is the reason that I dwelled upon it today.

Let me compliment you. You have been very cooperative. You have been a good leader in Kentucky.

I also want to thank you, Mr. McDowell, for your leadership.

Mr. QUIE. May I ask a question.

I just want to know how much State money goes out to local school districts in comparison to the Federal money that goes out to local school districts? I am not talking about local funds.

Dr. LAMAR. In our secondary program, we have a State foundation program, and the basic instructional part of the program is all State money.

Mr. QUIE. So they get their vocational money out of the basic foundation?

Dr. LAMAR. Yes.

Mr. QUIE. What about your part F funds, consumer-homemaker, do you have any State money specifically in homemaking, or is that also taken out of your State basic grant?

Dr. LAMAR. The secondary part of it for the consumer and homemaking, the instructional part, is almost 100 percent through foundation program.

Mr. QUIE. As far as the State is concerned, would it make any difference in consumer homemaking if you had a separate category, or if it were all lumped together?

Dr. LAMAR. At the secondary level, it is basically used to support or the foundation unit buys the teacher's salary, instructional supplies, capital outlay. That is in the foundation program.

We supplement that with the travel of the teacher. We reimburse for part of the equipment, that is extra equipment that is needed to operate the program, and for the in-service training of the teachers.

Mr. QUIE. If you did not have that earmarked, would you still do that?

Dr. LAMAR. Truthfully, it is doubtful because it is not done for the academic teacher.

Mr. QUIE. Thank you.

Chairman PERKINS. Thank you very much. This concludes the hearing. We thank you all very much.

The committee is adjourned subject to call of the Chair.

[Whereupon, at 4:30 p.m., the subcommittee adjourned, subject to call of the Chair.]

[Additional information supplied for the record follows:]

PREPARED STATEMENT OF JAMES B. GRAHAM, SUPERINTENDENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF KENTUCKY

Mr. Chairman and Members of the Select Subcommittee: I am James B. Graham, Superintendent of Public Instruction, for the Commonwealth of Kentucky. I appreciate very much your invitation asking me to appear at this public hearing on vocational education and discuss the progress that has been made in Kentucky due to federal leadership and financial support in this significant area of education.

I also want to take this opportunity to recognize the untiring efforts, dedication, and accomplishments of the House of Representatives Subcommittee on Education in providing outstanding leadership at the federal level on behalf of educational development throughout this country. Since 1963, you have made an outstanding record in enacting federal legislation to support all areas of education. This we appreciate very much.

I must say that we are extremely proud of the leadership and accomplishments of your distinguished Chairman, the Honorable Carl D. Perkins, Congressman from the Seventh Congressional District of the Commonwealth of Kentucky. We are grateful for his continuing interest in the welfare of education in this state and his counsel as we struggle with our continuing problems in this area. We recognize and appreciate the dedication and accomplishments of the other members of his committee. We welcome you to Kentucky today to conduct this public hearing on vocational education. I am sure that it reflects your continuing interest in and support of this very important program.

I can assure you that I am in agreement with the position expressed by Governor Carroll and fully support his recommendations as the logical approach to strengthening vocational education in this state and throughout the nation. Our continuing progress and success in the area of vocational education greatly depend on a viable partnership involving the federal, state, and local levels of government. Each one of them has a significant role to play. I strongly believe that vocational education is a national concern and responsibility. It is a state concern and function. In this regard, we must emphasize the importance of a statewide comprehensive program of vocational education oriented to national, state, and local priorities. Vocational education is also a local concern and largely a local operation.

Kentucky has made significant progress in developing a statewide comprehensive program of vocational education. The greatest progress has been made during the period since passage of the Vocational Education Act of 1963. During this period, there have been considerable expansion and improvement of vocational education and manpower development and training opportunities in all areas of the state. The program has been developed to serve persons of all ages in all sections of the state. The emphasis has been on secondary, postsecondary, adult, and continuing areas of instruction with special attention given to the disadvantaged and handicapped students along with those who have been regularly enrolled in the program.

As pointed out by Governor Carroll, enrollments in vocational education programs in Kentucky have increased from a total of 79,124 in 1963 to 227,870 in

1975. This is an increase of 148,746 individuals served during that period. The 1975 enrollment consisted of 138,804 secondary students; 21,961 postsecondary students; and 67,105 adults. These totals include 36,374 disadvantaged students and 4,116 handicapped students.

We recognize that the expansion of vocational education in Kentucky has been made possible through the increased interest, efforts, and financial support of a series of Kentucky governors, the Kentucky State Legislature, expanded federal vocational education legislation and increased financial support, and increased interest and involvement of the total educational community and the general public.

The State has promoted the development of a statewide system of vocational education through the construction of adequate facilities to accommodate comprehensive vocational education programs that are within reach of every Kentucky citizen. Federal, state, and local funds have been used in the construction of new facilities and the expansion and renovation of existing facilities. Most of the federal funds in recent years have been received through the Vocational Education Act of 1963 and the Amendments of 1968, the Appalachian Regional Development Act of 1965, and the Economic Development Act of 1965.

Prior to 1963, the construction of vocational school facilities was largely financed with local education agency funds. The State financed the state-owned and state-operated area vocational education schools. By 1963, the State constructed only three such schools. Local school districts across the State had constructed nine vocational schools and six area vocational education centers or "satellite" schools.

The Vocational Education Act of 1963 provided the first federal financial support for the construction of area vocational education facilities in Kentucky. Current construction projects consist of two new state vocational-technical schools to replace two existing ones, two additional vocational-technical schools, three new area vocational education centers, expansion and renovation of three existing area vocational education centers, and the addition of vocational education departments in two high schools.

The following projects have been approved by the State Board of Education but have not yet been funded:

(1) Four new area vocational education centers,
(2) One new health occupations facility,
(3) One new vocational education department in a high school,
(4) One new fireman training center,
(5) Expansion of eleven state vocational-technical schools,
(6) Expansion of two area vocational education centers, and
(7) Renovation of one existing health occupations facility.

Federal funds have been used to match state and local funds to pay for the construction of new buildings and the acquisition, expansion, remodeling, and alteration of existing buildings. This includes shops, laboratories, related classrooms, equipment, and interest in the land on which the facilities are constructed. The additional facilities have enabled the State to greatly expand vocational education programs at the secondary, postsecondary, and adult levels. However, the demand for new vocational facilities has far exceeded the availability of funds.

It is believed that an effective educational experience which prepares people for a productive role in the economy and a responsible role in society must be based on a sound total educational system. There must be appropriate articulation between the different levels of education and reinforcement of each individual's educational experiences throughout the educational process. All levels of education need to be appropriately conceptualized, properly planned, and effectively coordinated so that each level can make its desired contribution to the welfare of the total educational system.

Based on the 1970 census, the population of Kentucky was 3,218,706. According to the population estimates developed by the Bureau of the Census, the population of Kentucky increased by 4.3 percent during the period from 1970 to 1974. Indications are that the effect of the current recession is causing individuals who had formerly left Kentucky to return, thereby further increasing the State's population. According to the Bureau for Manpower Services, Kentucky Department for Human Resources, the civilian work force in Kentucky in December, 1973, was 1,368,000 with an unemployment rate of 4.8 percent. By

December, 1974, the civilian work force had grown to 1,378,300 with an unemployment rate of 6.1 percent. Comparable data for December, 1975, report a civilian work force of 1,482,740 and an unemployment rate of 7.7 percent. In other words, in a two-year period, the civilian work force was increased by 113,940 and the State unemployment rate jumped 2.9 percent.

In December, 1973, the number of unemployed individuals who registered with local state employment service agencies was 65,702. This figure had grown to 114,171 two years later. In addition, this figure does not take into account the number of individuals who are either unemployed or underemployed and have not registered with the state employment agencies. Vocational education must, not only give attention to those who have not yet entered the labor force, but must provide opportunities for those already in the labor force who need additional training or retraining in order to obtain a job or to advance in their present job.

In 1963, the vocational education programs in Kentucky were oriented to agriculture, home economics, and trade and industry occupations with limited program offerings in each of these areas. The Vocational Education Act of 1963 and the Amendments of 1968 have provided a stimulus to the state and local educational agencies to broaden the program offerings to cover practically all occupational areas.

Serving the needs of the disadvantaged and handicapped population of the State is another area where the use of federal funds has provided support for the development of an expanding program. This particular segment of the State's population needs relevant life career development through an appropriate vocational education experience which will prepare them for a productive role in the economy and which will remove them from the roll of potential candidates as welfare recipients.

Prior to fiscal year 1969, Kentucky placed some emphasis on planning and promoting programs for persons with special needs. Program implementation was supported primarily with vocational units from the State Foundation Program for elementary and secondary education. The first effort to serve the disadvantaged was through the organization of a special program called the "Vocational Opportunity Project." This program was a cooperative undertaking between the Bureau of Vocational Education in the State Department of Education and the Division of Public Assistance in the Department of Economic Security. In this project, career orientation and vocational education were provided for 500 individuals who were public assistance recipients.

Fiscal year 1972 brought the first real expansion of vocational education programs, services, and activities for the disadvantaged in the local school districts, state vocational-technical schools, area vocational education centers, community colleges, four-year colleges, and universities.

Under the provisions of "Part B" of the Amendments of 1968, the 15 percent set-aside funds for the disadvantaged enabled Kentucky to serve a total of 36,374 disadvantaged persons during fiscal year 1975. Of the 36,374 disadvantaged persons served during 1975, there were 24,931 secondary students; 5,518 postsecondary students; and 5,925 adults.

Priority was placed on the utilization of special funds to provide supportive services to disadvantaged students enrolled in regular or modified classes within the various vocational education program areas. These classes utilize special instructional materials, teacher aides, special tutors, and paraprofessionals. Remedial instruction is provided by specialized teachers and coordinators in the learning centers. Special counseling is included in many of the programs. Extra class time is provided for tutoring and instructional assistance.

Special vocational education programs have been designed to serve those disadvantaged students who cannot succeed in the regular programs of vocational education. The special programs include an orientation to the world of work, exploration in the world of work, outreach projects, and vocational education evaluation mobile units.

Additional areas of expansion and increased emphasis related to the disadvantaged student are improving staff effectiveness in working with the special student and the development of curriculum materials relevant to the unique needs of disadvantaged people. Curriculum development workshops involving special vocational education teachers have been conducted in cooperation with the Curriculum Development Center for Vocational Education located at the University of Kentucky. The purpose of these workshops was to develop curriculum materials which are specifically designed to help the disadvantaged students meet their career goals.

In order to serve more disadvantaged persons in vocational education, emphasis must be given to:

(1) Expanding opportunities for cooperative work experience.

(2) Providing more exploratory experiences to ensure wise career choices and appropriate placement in vocational education programs.

(3) Designing and implementing more relevant and effective teacher inservice training programs on:

(a) Adapting curriculum materials to the real needs of the disadvantaged.

(b) Using individualized instructional methods more extensively.

(4) Strengthening communication channels with people who should be served by such programs and with agencies, organizations, and institutions which should be more involved in planning, developing, and implementing such programs.

Instructional programs, services, and activities for handicapped learners in vocational education increased from 1,602 in 1971 to 4,116 in 1975. Of the 1975 total, 3,003 were secondary students, 980 were postsecondary students, and 133 were in adult programs.

Priority has been given to learners who have been referred to vocational education from other agencies such as the Bureau of Rehabilitation Services and the Division of Special Education in the State Department of Education and the State Departments of Child Welfare, Mental Health, and Corrections.

One of the major achievements in this area has been the development of curriculum materials with emphasis on "orientation to the world of work" and "exploration of the world of work." Special programs for handicapped students are being conducted in local school districts, state vocational-technical schools, area vocational education centers, community colleges, and the Kentucky School for the Deaf.

Expanded opportunities for vocational education programs in institutional-type settings are needed to provide necessary training for the handicapped in order that they will become self-supporting individuals in society.

Preservice and inservice vocational teacher education must be a continuing priority if programs for the handicapped are to function properly.

As I indicated earlier, I am in complete agreement with the recommendations stated by Governor Carroll. However, I would like to take this opportunity to emphasize one additional point. The State Advisory Council for Vocational Education should not be placed in an administrative capacity as advocated by the American Association of Community and Junior Colleges. The State Advisory Council should continue to operate in a consultative, advisory, and evaluation position.

In conclusion, let me assure you that although vocational education has made tremendous progress in Kentucky and the nation since the passage of the Vocational Education Act of 1963, continued support of key leaders such as the members of your committee is necessary in order to maintain and improve this vital service.

KENTUCKY ELKHORN COALS, INC.,
Virgie, Ky., February 23, 1976.

Congressman CARL D. PERKINS,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: I appreciate the invitation to present testimony on Vocational Education for coal miners before the Sub-Committee on Elementary, Secondary, and Vocational Education, in Lexington on Saturday, Fegruary 21. Unfortunately, personal problems at the last minute prevented me from appearing and I had no way to contact you or your staff in Lexington.

Enclosed is the statement I was prepared to present. I hope my views will be useful to the Sub-Committee in developing Legislation in this area.

Sincerely,

PAUL E. PATTON,
President.

Enclosure.

STATEMENT OF PAUL PATTON

I am Paul Patton, from Virgie, Kentucky. I am Secretary of the National Independent Coal Operators Association, Vice-President of The Kentucky Surface Mining and Reclamation Association, and I have interests in several small and medium sized coal companies in Eastern Kentucky.

If this Country is to realize energy independence, it is obvious that we must depend more heavily on coal. A recent issue of Business Week stated that of all the predictions made for various sources of energy in 1974, only coal will be able to meet the projected production for 1985. Certainly we in the industry are committed to all-out expansion of our porductive capacity. One undeniable fact is that this nation has the necessary coal reserves. All we need to mine these reserves is the machinery and manpower. I presume the machinery will be available, but you must understand that coal mining today is a highly technical, sophisticated industry. It is also unique in that the skills learned in other industries are not readily transferable to coal mining.

We need a massive, comprehensive, and immediate vocational education program to provide trained personnel for the new mines that will come into production in the next decade. Most industries might be expected to train their own employees in those specialized skills required for that industry, but I believe coal mining is unique because of the structure of the industry. Coal mining is the only major basic industry where a true competitive market exists. There are thousands of producers and thousands of consumers, and these are the factors that assure the nation that we will produce the coal that is needed and do it in the most economical way. We not only compete for market, we also compete for labor. Since many different companies operate in a given area, we have a highly mobile labor force. For this reason, it is unrealistic for individual companies, especially small companies, such as mine to spend several thousand dollars to provide training for people who may not work for us a year. Some of the larger companies are providing training programs, but I understand they are having difficulty in keeping those people. I feel that further investigation will make it obvious that if we are to have a well-trained, efficient, and safety oriented labor force, the Federal and State Governments, working together, must take the initiative.

Basically, training should be provided in four broad areas, general education for all employees, and special schools for mechanics, electricians, and supervisors. All people employed in the coal mining industry, and especially in the underground mines should have a basic orientation program of several months before they work a day in the mine to learn the basic fundamentals of mine safety, equipment operations, and general principles of coal mining. The Federal Coal Mine Health and Safety Act of 1969, provides the mechanism to give this country an extremely safe mining industry. What we do not have is a labor force that is safety oriented. I believe that management is completely dedicated to mine safety, and I believe that most supervisors have a working knowledge of the safety laws, although this knowledge can certainly be improved.

In general, the working man at the face knows only what he picks up on the job, and this is almost always inadequate. Most of the time he does not understand what particular part of the law is designed to prevent accidents or health hazards, therefore many times he views it only as an obstacle to the performance of the job to be done. No supervisor, regardless of his knowledge of the law or his dedication to the safety of his men, can force 8 or 10 men, working in different locations within the mine to constantly obey all the provision of the law, when they do not understand the law or when they have not been trained to think safety.

When a new man is hired to work in a mine for the first time, his primary concern is to learn the job which he must do. While he is naturally concerned about his safety, it's surprising how quickly you become accustomed to working underground, and how quickly you realize that it's not as dangerous as you thought it was. All new employees of course are given basic instruction in safety and work with an experienced miner for a year, but many times these experienced miners have extremely bad working habits themselves. This is not an adequate system.

Most people are not injured in an obviously dangerous situation, but rather at a time when they expected no danger. An illustration is the requirement that the roof of each working place be inspected each time a man enters the place. The supervisor must thoroughly inspect all working places before each shift and once during the shift. I'm sure this is done in most every mine. Let me say that inspecting the roof is not just looking at it, but pounding the roof with a heavy object to see if it is sound, and it takes some experience to make this judgment. Many times the roof will weaken during the shift and most times it will give warning to an experienced miner if he is there. It will make a noise or perhaps drip very small pieces before it falls. If these warning signs occur while the workman is not in the place, the roof could be ready to fall when he returns. The law, and good mining practice dictates that each miner must inspect the roof each time he enters the place. A miner may do this thousands of time and never find weak roof, and so he may get lax and do it only when his supervisor or an inspector is present, and this leads to accidents.

We need men who are trained and understand that safety procedures are always followed, no matter what the circumstances, and no matter how safe something may seem, and to follow the law and the company rules at all times. We simply do not have that kind of a work force. An airline pilot follows certain prescribed safety procedures every time he takes off and lands, because he is trained to understand those procedures and the reasons for them. He may check a switch thousands of times, even though he knows it's going to work, because he checked it thirty minutes ago, but because he is highly trained, he does not ignore the rules and as a result we have safe airlines. I feel the government has done all it can do to legislate safe coal mines, and management is dedicated to mine safety, but until we get a labor force which is truly trained to think safety first at all times, we will not see substantial improvement in mine safety. The only substantial area left for improved mine safety is training of the labor force and this must be done before the man ever goes underground and it must be done by the government. I hesitate to dwell so long on this subject, but it is important to everyone in the industry.

It would be helpful if our new employees were trained to operate the equipment such as shuttle cars and continuous miners. This course would be very expensive and require actual equipment and probably underground training. I feel this can best be done by industry with government support, such as some of the present work training programs where the government supplements the employees wages until he acquires the skills needed to perform the job.

The two areas of highly technical training where conventional vocational education programs will be most helpful are mechanics and electricians. There is no way that these two skills can be learned on the job. The equipment used in mining is so specialized and so sophisticated that a substantial amount of classroom study as well as shop training is necessary. The precision with which this equipment is built and assembled, the procedures of maintenance and repair, the hydraulic systems and the electrical systems almost require an engineer to service them. The schools to train these technicians must be well-equipped with actual mining equipment, extensive training aids and above all competent instructors.

The high wages paid in the mining industry dictate that the instructors in these schools must be paid substantially higher wages than ordinary teachers. Instructors should be engineers with expertise in mining equipment. For this reason, I feel that the program must be outside of the regular Vocational Education Program. It is also necessary that the student have a general knowledge of mining and has demonstrated an aptitude to be either a mechanical or electrical technician. To prevent the unnecessary training of people who will not be able to get jobs, I feel that the student should be working in a coal mine and should be nominated by his employer as a person who has shown an aptitude for this type of work. It should be a program of working for a period of time and going to school for a similar period of time. When two people are rotated in this manner it provides continuity for the employer as well as the school. Since most men that I view as being suitable for this program have family responsibilities, they would have to be compensated while attending school. I view such a program not as a training program to find jobs for people who are unemployed, but rather as a program to develop technicians who have demonstrated the ability to get and perform a job. I view this as a program to provide needed skills to the industry and the nation and the people most able to learn these skills are already working. This procedure would reduce the training of people who would never make use of their education, or would never reach a high level of competence in their job. As an employer, I hire people who are supposed to have the training to be mechanics or electricians, but who will never be able to perform these jobs satisfactorily because they have neither the aptitude or mental ability to comprehend the theory or to apply this theory in a problem solving situation.

The fourth area of needed personnel is supervisors. Of all the problems that I face as a mine operator, this is the greatest, because a mine foreman must have an expert knowledge of the mine safety laws, which is a massive and detailed document that is in itself a full time job. He must also be an expert in mining procedures, know mining equipment, be able to accept responsibility, not only for the safety of his men, but also for the production of coal, and the maintenance of the mine and machinery. He must know mine ventilation and roof control. He must be able to plan ahead and co-ordinate the activities in the mine, and most of all he must be able to lead and control men. All these qualities are not readily found in most of us. Most are learned, some are innate characteristics.

The best program that I know of for this type of training is the mining technology course at Pikeville College, which is partially funded by the Federal Government. We have several graduates within our organization and we feel they are among our most competent people. I urge the Federal Government to improve and expand this type program to provide supervisors for the industry.

In summarizing, the Federal Government should become heavily involved in training personnel for the mining industry to insure a safe and efficient work force so the mining industry can provide this country with the energy we so desperately need.

I appreciate very much this opportunity to express my views.

PIKEVILLE COLLEGE,
Pikeville, Ky., February 24, 1976.

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor,
Rayburn Building,
Washington, D.C.

DEAR MR. PERKINS: First, let me thank you and the other members of your committee for inviting me to participate in the hearing on vocational education held in Lexington on February 21. Of course, as you know, we at the college are most interested in this important matter.

In addition to my formal testimony which you now have as part of the record, I would like now to present the following thoughts and reflections on the proceedings of the day.

1. Since you are familiar with our program and how it is supported, you will appreciate the importance to us of the continuation and expansion of the Assistance to the States Program while new legislation is being developed.

2. In new legislation, we believe that the regional private colleges should explicitly be included as authorized participants. In this regard, we believe Pikeville College had demonstrated in our Mining Technology Program an ability as a private regional college to adapt to needs quickly in a way the state institutions have not. As you may recall, we had our program underway within a year after passage of the 1969 Coal Mine Health and Safety Act. On the other hand, it has only been in the last year or two that the state schools were able to field significant programs. Also, many of the private colleges have the facilities already available for expanded programs; these should be utilized ahead of substantial construction programs in the state institutions or elsewhere.

3. Particularly as regards the coal industry, the point has been made about the dearth of people in their middle years who are qualified. Some of our students do come from this age group, at considerable sacrifice to themselves and to their family. We believe that the proposed legislation should serve to mitigate such sacrifices by providing financial support for those who interrupt their careers for education.

4. We believe a major problem in mining education is the low availability of qualified teachers. In our case, the mining industry has been generous in providing their people release time to come in to the college to teach. While these people generally perform well beccause of their experience, it would be helpful if provisions could be made for their training in principles and techniques of teaching.

5. Any vocational program is almost of necessity regional in scope. In formulating legislatior, a strong regional input from the concerned industry should be stipulated.

We hope that these additional thoughts will be helpful in the formulation of new legislation. We very much appreciate the concern you and your committee are showing.

Sincerely,

MAURICE E. BAILEY,
Director, Mining Technology.

EWING, KY., *February 23, 1976.*

Congressman CARL D. PERKINS,
Rayburn House Office Building,
Washington, D.C.

DEAR MR. PERKINS: I have read with interest the newspaper accounts of the recent meetings in Lexington between your congressional committee and state educational leaders. Your discussion concerned plans for vocational education and attendant legislation. May I add a few words on the subject from the viewpoint of a teacher?

For the past ten years or so I have been involved in vocational education, working part of that time with youngsters who would most certainly have dropped out of school at grade 9 or soon after and found themselves unemployable. Many of these children got the boost they needed to stay in high school and graduate. In considering all aspects of vocational education, I urge that this group not be overlooked. There is a vital need for programs to teach these young people who for some reason—slower learning pace, illness, home problems, poor teachers—have been left behind and neglected in regular classrooms.

This group needs to catch up on the background learning about the world in which they live and their roles as citizens and workers. They need to learn to read better. They need training in eye-hand coordination, two-hand coordination, spatial relationships, memory, and so on—basic skills we take for granted. They need to develop good attitudes toward work and their fellow workers. Above all, they need to find out, after years of insecurity, that there are many things they do well, and that they can take pride in themselves.

We began a program like this at Fleming County High School in 1968. Later, we were given Governor Nunn's Award for Innovative Programs. Without this kind of vocational education a good 7% of the high school population is lost before these children can go to a vocational school or take part in a regular high school vocational program. I hope that you and your committee will give consideration to the need for these "special" offerings.

Sincerely,

FRANCES J. DORSEY.

ASHLAND OIL, INC.,
Ashland, Ky., March 3, 1976.

Hon. CARL PERKINS,
House of Representatives
Rayburn House Office Building,
Washington, D.C.

DEAR SIR: Recently you were in the Eastern Kentucky Area, and I understand you held a hearing in Lexington on February 21 on Vocational Education. I am sorry my schedule would not permit me to appear at the hearing in Lexington, but I have taken the liberty of enclosing a statement of my concerns. Essentially, this statement covers the areas I would have commented upon had I been able to appear.

I thank you for your continued concern for vocational education and for permitting me to comment on the local situation. I appreciate your interest in our remarks and sincerely hope we can contribute to the furthering of all of education.

Respectfully yours,

HARRY J. NEWMAN,
Manager, Personnel Selection & Development.

Enclosure.

STATEMENT OF HARRY J. NEWMAN

I am Harry J. Newman, Manager of Personnel Selection and Development for Ashland Oil, Inc., Ashland, Kentucky. I have been closely associated with Vocational/Technical education for the last six years through such activities as: Chairman, Vocational Advisory Committee, FIVCO District; Chairman, Advisory Committee, Kentucky Educational Development Region 10; Member, Education Committee, Ashland Area Chamber of Commerce; Member, Education Committee, FIVCO Area Development District; and Member, Governor's Council on Post-Secondary Education (1202 Commission). Although I am concerned with all levels and types of education and the educated end product produced by these systems, the purpose of this statement is to focus on some areas of post-secondary vocational/technical education that concern me and my employer. I thank you for the opportunity to comment and appreciate your time to consider these views.

I have noted in recent years the trend to have more control of funding and program approval at state levels and as a result the ability of local post-secondary vocational institutions to respond on a timely basis to job needs has been eroded. If the purpose of vocational education is to both educate and train people to hold a job and to provide trained people for job opportunities in industry, then quick and timely response to industries' needs should be basic to local planning and execution.

All industry is facing rapid change brought about by technical advances, market trends, energy shortages, mid-career retraining, automation, new plant requirements, etc. We look to timely response by vocational education to assist us in meeting these challenges. There is a need to make appropriated funding more readily available at the local level by causing the state bureaucracy to respond quickly and on a timely basis. Also, greater percentages of the money should get to the local program needs and less drained off for high levels of bureaucratic planning and administration. There seems to be less money available at the local level as budgets get larger at higher levels.

Another area of concern is the trend toward a preoccupation with academic accreditation for the vocational/technical instructor with less regard for experience equivalency. In teaching a vocational/technical skill, experience is a necessity to good teaching and vocational education. While there is something to be said for academic qualifications as they affect course design, teaching techniques, educational psychology, etc., when it comes to teaching a vocational/technical skill, these cannot replace good industrial experience. There needs to be a more balanced approach to qualifications with a definite recognition for experience equivalency in order to assure that the training be in realistic terms to hold a job.

We are pleased to see the developments in federal legislation to establish Post-Secondary Planning Commissions (1202 and 1203). Each state perhaps has its own peculiar set of problems, but in Kentucky, we have noted the need for more integrated and coordinated planning in all facets of post-secondary education. With higher educational institutions, community colleges, vocational schools, and proprietary schools all involved in various forms of post-secondary education, there is friendly competition for program establishment and funding, potential duplication of programs, varying standards of certification and licensure, and potential waste of the education dollar. I believe this level of coordinated visionary planning is needed while at the same time removing some of the day-to-day "planning" barriers at intermediate levels that only serve to slow response to local needs.

While we are pleased to see more vocational institutions at our high schools, we are concerned that post-secondary vocational training not suffer at the expense of secondary vocational training. There is a need for a balanced approach and more long-range planning so there will be enough post-secondary facilities, programs, and funding to absorb the greater numbers coming from the secondary schools. There will always be a need for the post-secondary certification if we are going to adequately and realistically train for the job market.

We are also concerned with replacement of outdated equipment. In our region at the post-secondary level, there has been very little capital money available for the last three or four years to replace obsolete and/or worn out equipment, and to add new equipment in line with advancing technologies. The advancing technology should be taught at the post-secondary level and the basic technology presented at the secondary level.

While we want to stress our appreciation for the overall job all education is doing and while we feel we have good relations with all areas of the educational community, we continue to want to be a part of helping education make further progress. If through such concerns as these, our observations and comments can be helpful, then we again thank you for the opportunity to comment.

VOCATIONAL AND OCCUPATIONAL EDUCATION

THURSDAY, MARCH 11, 1976

House of Representatives,
Subcommittee on Elementary,
Secondary and Vocational Education
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met at 9:50 a.m., pursuant to notice, in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Meeds, Lehman, Blouin, Mottl, Quie and Goodling.

Staff present: John F. Jennings, majority counsel; and Charles W. Radcliffe, minority counsel.

Chairman Perkins. The committee will come to order.

Let us close the doors to make sure that we can all hear and understand.

As I stated in my letter to each of the witnesses, I would like you to describe for the committee, the most important issues which you believe we should address during our upcoming markup.

After you have described these issues I would like you to give us the official position of your organization on each of the issues. I presume that your organization's official position will be backed up by resolution from the organization or by directive from the executive committee of your organization.

After your presentations we will have a discussion of all of these issues. We will call witnesses today from as many of the organizations as possible. I believe that this is the fairest way to receive testimony today from so many distinguished witnesses.

Our first witness this morning is John Mallan representing the American Association of State Colleges and Universities.

I think we might as well call all the witnesses around, the American Association of Community and Junior Colleges, represented by John Tirrell; the American Association of School Administrators, represented by James Kirkpatrick; the American Vocational Association, represented by Lowell Burkett; the Chief State School Officers, represented by Ray Peterson; the National Association of State Universities and Land Grant Colleges, represented by Newton Catell; the National Education Association, represented by Stan McFarland—come around, Stan; the National School Boards Association, represented by August Steinhilber; and the State Higher Education Executive Officers Association, represented by Ralph Dungan.

We appreciate all of you cooperating with the committee. We may engage in a general discussion and get some of you out of order in a few moments.

But first let us hear from Dr. Mallan.

[Prepared statement of Dr. Mallan follows:]

PREPARED STATEMENT OF DR. JOHN P. MALLAN, DIRECTOR OF GOVERNMENTAL RELATIONS, AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, (AASCU)

VOCATIONAL EDUCATION LEGISLATION: SOME BASIC PRINCIPLES

I. The American Association of State Colleges and Universities (AASCU), in a previous statement before the House subcommittee, has taken the following general position.

This is in agreement with the views developed by a broad coalition of groups representing both secondary and higher education, most of them represented here today.

1. More and more job-relevant vocational education is being carried out at the postsecondary level, in institutions of higher education. This reflects a rapidly changing job which requires many persons to obtain more than a high-school-level education in order to enter the job market well prepared.

2. A growing number of postsecondary vocational education students are enrolled in less-than-baccalaureate programs at four-year colleges and universities. A recently completed survey by Dr. John Rowlett of Eastern Kentucky University, for AASCU and the National Association of State Universities and Land-Grant Colleges, reveals that in 1975 some 105,900 students were enrolled in over 2,100 programs of this nature at four-year colleges. The number of programs and enrolled students is rising rapidly in many states, including the Chairman's own state of Kentucky.

3. Yet, while federal vocational education funds were intended to help provide programs for all persons in all parts of each state, in almost every state the state vocational education boards, which are almost always elementary-secondary boards, have excluded four-year colleges from participation. In some states they have also excluded two-year colleges.

4. One result of this exclusion, due in part to the administration of a postsecondary program by secondary-level boards, has been to create duplication and fragmentation of effort in some states. New postsecondary area school programs have been established, often at considerable expense in construction, equipment, and salaries, where two-year or four-year colleges often have provided the same courses or are in a position to do so at less overall cost.

5. There have also been problems related to the winningness of the National Advisory Council to study possible duplication of postsecondary programs and to involve the states in doing so. Such studies are mandated annually by the federal law, but this law has simply been ignored by the National Advisory Council.

6. There is a further serious problem in the training of vocational education teachers under what has been the Education Professions Development Act, Part F, which will probably be incorporated under a different name in the new Vocational Education Act. The programs provided by graduate institutions must now be approved by the state vocational education boards—in other words, graduate program approval by largely secondary-school-oriented board. Further, graduate school candidates for such programs are selected by the state boards, rather than simply applying as other graduate students do for federal fellowships. This also adds to the bias of this program against postsecondary vocational education.

II. Suggested Changes

AASCU feels that a possible solution to these problems may lie along the lines of the draft legislation now being prepared for full committee consideration in the United States Senate. It is our understanding that final committee print language has not yet been prepared, but that something like the following is proposed:

1. A new State Planning Commission is established, broadly representative of secondary, postsecondary, and other interests in the state.

2. This new Commission develops and prepares a comprehensive state plan, which not only assesses the needs of all geographic areas and population groups in the state, but also reviews the capabilities of existing institutions to provide the necessary programs. Existing two-year and four-year colleges, as well as other institutions, should be closely involved in such a planning process.

3. The Commission is developing its state plan shall consult with representatives of *all* of the educational and training resources available to the area to be served.

4. At least 15 percent of available state funds shall continue to be set aside for postsecondary programs. These funds should go to programs conducted at colleges. AASCU and other education groups would like to see this percentage increased.

5. The new State Planning Commission shall submit its plan through the state vocational education board to the Commissioner of Education. If the State Commission and the State board differ, the Commissioner shall then determine which plan will best carry out the objectives of the federal act.

AASCU believes that legislation along the above lines would do a great deal to assure a more effective and meaningful state plan, with the best use of all available federal, state, and local resources, especially at the postsecondary level. AASCU would further suggest that the proposed new Commission, and the State and National Advisory Councils, include specifically a representative of four-year colleges and universities, as well as a representative of the state agency having responsibility for higher education.

III. Further Changes: Annual Studies; Teacher Training

1. AASCU recommends that the present language in Sec. 104(a)(5), mandating an annual study by the National Advisory Council of possible duplication in each state, be retained in the statute and that the House and Senate education committees exercise oversight to make sure that such annual studies are actually made and published, with the involvement of all relevant institutions and agencies in each state.

2. AASCU recommends that EPDA-F, or teacher training, in whatever form it is incorporated in the new law, be amended so that state boards of vocational education do not approve graduate programs in vocational education teacher training, and that interested candidates for these graduate programs may apply freely to graduate schools, rather than having to be selected by state boards of vocational education.

STATEMENT OF DR. JOHN P. MALLAN, DIRECTOR OF GOVERNMENTAL RELATIONS, AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

Dr. MALLAN. Mr. Chairman, just two points before I begin. The actual name of our organization is the American Association of State Colleges and Universities. It is slightly misspelled in the statement on your sheet.

Second, I would like the record to indicate that our organization is here this morning as part of a broad general coalition which includes eight organizations both in the field of secondary education and the field of higher education.

Chairman PERKINS. Let me interrupt you. The resolution that was passed out of this committee by the majority of the members this past week provides for helping the vocational education fund, that is the basic grants, by approximately $100 million.

If we could get vocational education funded to the extent that it should be funded I think the biggest issue would be entirely eliminated. It would not be difficult in my mind to take the position as the land-grant colleges have done, to earmark so much money for postsecondary programs. There would be ample funds to carry on the area schools at the state level and the ongoing programs.

But our real problem comes into existence because of the inadequacy of funding. I was out in Minnesota with Congressman Quie where they have an average educational attainment that is much higher than in my area. The average educational attainment out there is 11th or 12th grade. The funding from the basic grants is mostly spent on higher education, the technical schools and postsecondary institutions.

In my section you have got an educational attainment of about the eighth grade. They are fixing to put in one coal mine down there where they are going to need 1,200 to 1,500 employees. Not a one of these employees is going to have a high school education, in my honest judgment, not any of them.

It would appear to me that until a better day comes along in the future—and I hope that better day will come along—when vocational education can get the funds that it is justly entitled to, that we have got to have a flexible formula that will permit these various states to shift this money to the areas of greatest need.

I thought I would just throw that out as an issue for you people to consider as you make your comments, because I pretty well know your positions from the past.

I am going all the way with you as far as getting the maximum dollar. But at the same time we knew we don't always get there, looking at things from a realistic viewpoint. You have got to do the best you can and let that dollar serve the area of greatest need.

I have spoken. Now you go ahead, Dr. Mallan. Your prepared remarks can be inserted in the record and you can just summarize these issues. We all know what they are.

Dr. MALLAN. Mr. Chairman, I have submitted a short statement for the record.

Chairman PERKINS. Go ahead.

Dr. MALLAN. I will try to speak as briefly as possible and make comments on a few of the points you have touched on.

I think we are all painfully aware that the problem of funding is intimately related to the problem of the allocation of moneys between the secondary and the postsecondary level.

Let me turn rather than to the problem of money, which I think other speakers will touch on, to the possibility of a solution which might do something to help the problem and also some of the other problems which are pointed out by many who have commented on vocational education in the last few years, including the General Accounting Office.

It is our feeling, and I think it is shared in varying degree or perhaps completely by many of the other organizations here this morning, that a possible solution to the problem of the allocation of funding and also to the problem of honest, sincere indepth substantive master planning to meet all of the needs of the State, secondary and postsecondary through the adult, the needs of various sectors, the needs of geographic areas, the needs of the different populations, requires a new kind of State planning mechanism or a great strengthening of a State planning mechanism, a strengthening furthermore which in some way includes the postsecondary sectors and groups and institutions as well as those in the secondary school field.

We further believe that the problems of planning as well as allocation of funds lie in the fact that in all but two or three States the planning and allocation are carried out by what is essentially a secondary school board.

There is language being developed in the draft legislation being prepared in the U.S. Senate. I have been told by some that it is not always politic to mention one body in the other body. But I do so only because the language being developed in the Senate committee seems to have the possibility of resolving some of the problems which all of us recognize, particularly the planning problem.

The language proposed would suggest a new State planning commission, an agency which does not now exist, which would be broadly representative of secondary, postsecondary, teacher as well as other interests in the State, including labor, business, agricultural, et cetera.

This State planning commission rather than the present sole State agency would develop a comprehensive State plan which would review the capabilities of existing institutions as well as new institutions, which would include 2-year and 4-year colleges as well as all other institutions at each level of the planning process.

The new State planning commission would then be in a position in the State to submit its plan through the sole State agency, the State vocational education board, to the commissioner of education. The commissioner of education would decide if there was a difference of opinion whether the State planning commission plan or the variations proposed by the sole State agency would best carry out the general objectives of the Federal vocational education.

Our organization believes that legislation along the above lines but not necessarily the exact lines—we don't know if exact wording even exists in the other body—would give us planning which would more effectively use the available Federal, State and local resources as well as those of manpower training at the secondary as well as the postsecondary level.

There are more specialized points in my statement about teacher training, about annual studies by the National Advisory Council and so on about the allocation of funds.

I would stress particularly the notion of a new and more representative State planning commission. This would do a great deal to resolve, as I say, the problems of effective planning as well as the problems of the effective allocation of resources, Mr. Chairman.

I think I will stop at that point.

Chairman PERKINS. All right.

If I understand you correctly did you mean that the State commissioner of education should make the final decision if there were differences between the planning commission and the State board or the board that is already set up?

Dr. MALLAN. Under the proposed language the U.S. Commissioner of Education would have the power to review both plans. If there is a difference between the State plan submitted by the planning commission and the State plan submitted by the board and he choose one or the other, the other body would have the right to appeal. The whole procedure could be remanded back to the State for further consideration.

Chairman **Perkins**. Don't you think that by getting the U.S. Office of Education involved in the allocation of this money at this time with limited funds that some injustices might come about? Don't you think this might tie up a lot of the ongoing programs and they may not function at all during this appeal procedure? Let me ask you that question.

Dr. **Mallan**. Our organization has not always been happy with the activities of the U.S. Office of Education. I think in this case there is a Federal interest. It is a large Federal program. It is an important one, intended by Congress to come up to certain Federal purposes. The only way to do this is to involve the U.S. Office of Education more closely than it is now involved. Essentially now it has a signoff function on a compliance document. As the GAO said, they are really compliance documents.

Chairman **Perkins**. I have seen illustrations where $12 or $15 or $20,000 was just absolutely thrown away. I called the General Accounting Office to see just how much money was involved in that operation. The General Accounting Office came back with a report to me that the way the books were kept—this was several years ago—they could not find where one dime of that money was spent. They offered some suggestions to tighten up, which I put in the poverty legislation at that time.

So I would hate to rely on the U.S. Office of Education with as much turmoil as we have going on in this country presently. I say this in view of the fact that I have supported all civil rights legislation. But I would think with limited funding that we would get bogged down and destroy about 50 percent of the best programs that we have got if we followed your approach. I might be wrong.

But I took some form of vocational education from the third grade through the 10th grade in high school at the Pineman Settlement School. You might call it career education. It was required. I learned something about the various trades. I learned something about carpentry. I learned something about masonry—all those trades.

Of course, when we get to career education, many people have been coming before us asking for support of career education. It is so popular. I have thought that to keep one from robbing the other we would have to put in a separate bill somewhere along the line because you have got to get these people at a younger age if they are going to learn any trade. Just last week I was down on the farm. You just don't find any people who know how to pick up a horse's foot to shoe it. I had to do that all day long. You just don't find any youngsters that have been properly trained on how to do those things. We did these things when I was a youngster.

But getting back to this point here, I don't see where you need to get the U.S. Office of Education involved into something that is altogether local.

Again, if we had funds and we could earmark some funds, it would be good to get the U.S. Office of Education involved. I don't know how we would earmark funds unless we did it on educational attainment or something along that line.

But this group of educators here, we are all going to bat together. All of us are going to go far down the road in trying to obtain adequate funding for the postsecondary education and technical schools and the graduate schools, as far as I am concerned, and for the ongoing area of vocational schools.

The majority of them of course are under grade 12. But I don't think we have any problems here that are insurmountable. I think we can sit right here at this table and agree on some of these provisions, if we can get our funding up to a certain level, and go in those directions.

Mr. GOODLING. Mr. Chairman?

Chairman PERKINS. Yes?

Mr. GOODLING. Could I follow up on your questions?

Chairman PERKINS. Yes.

Mr. GOODLING. Do I understand that you are suggesting that we have a new State planning commission?

Dr. MALLAN. That is correct, sir.

Mr. GOODLING. How would you set up the State planning commission? Who would set up the State planning commission?

Dr. MALLAN. The language is under discussion in the other body. It proposes that State law creates such a planning commission. Members probably would be designated by the Governor. They would have to be broadly representative of the various sectors of secondary education, postsecondary education, labor, business and other interested groups in the community, including the various types of colleges, universities, junior colleges, as well as manpower agencies.

Mr. GOODLING. Why do you need a separate unit to do that? Why can't the legislation say that the existing units will encompass all of those people rather than setting up another unit? All I can see, Mr. Chairman, is two groups battling with each other. It is going to be months and years before anything is accomplished.

Dr. MALLAN. Well, sir, one reason why this new idea has come about is that Senator Pell—I hope it isn't too impolitic to refer to the other body—in an earlier bill suggested that the State boards of education be reconstituted for this purpose by adding representatives of higher education. We were told that the States would never stand for changing the membership of the State boards of education, some of which of course are elected and have all sorts of special responsibilities.

Rather than touch those State boards of education it was felt it would be better to create a new board which would have a planning function but not an administrative function and which would plan for vocational education purposes and then refer the administration of programs by some procedure to the State board of education. That was the reason for suggesting a new agency.

Mr. GOODLING. But I would think that since the Federal Government pours in millions of dollars into these programs that they would be able to say that included in that agency in the State you must have representation from labor, from management, from higher education, et cetera.

Dr. MALLAN. It doesn't work that way because again in all but 2 or 3 States the State's secondary board has been the established board and there are those who would like to see the status quo continue and would like to continue to see that same State elementary-secondary board continue to have that power as I understand it. They can speak for themselves later this morning. They do not want any board which mandatorily through Federal law includes other people.

Chairman **Perkins**. Let me say that I am not wedded to any State. I think other groups should be represented. But I don't think you should complicate the thing by board on top of board. But to give that one board the representation it deserves, that would appear to me.

Dr. **Mallan**. Would not the Federal law then have to mandate that people from higher education sit on the State elementary-secondary board for the purpose of this program? That at least would be theoretically possible.

Chairman **Perkins**. Yes. We could demand who is to comprise this board.

Dr. **Mallan**. I think you would find though that other people than myself would say that that interferred with State prerogatives about the membership on the State board.

Mr. **Goodling**. But any time you stick your hand out to the Federal Government for money you have to expect that you are going to get Federal control. That is what it is all about. If you accept the goodies you have to accept the baddies.

Dr. **Mallan**. So far the notion of having the same board but adding people to it has seemed to run into tremendous political opposition.

Chairman **Perkins**. We will get right along here in a few minutes. We are going to get these statements summarized and then have discussion.

The American Association of Community and Junior Colleges represented by Dr. John Tirrell.

[Prepared statement of Dr. Tirrell follows:]

PREPARED STATEMENT OF DR. JOHN E. TIRRELL, AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Mr. Chairman and Members of the Subcommittee: Since we are in agreement with 4 or 5 of our colleagues at the table from our coalition, rather than just state our agreement on four major issues, I would like to take a few minutes to explain the basis of the AACJC concerns.

Shortly after receiving your invitation in December, 1973 to testify on Vocational Education, we constituted a Task Force of our membership to give us guidance. While a number of considerations were explored, it became evident there were four major considerations in the minds of our leaders in vocational education, already training 1,700,000 students—out of our 4,000,000 enrollees.

1. In order to serve best the individual citizen—not programs, institutions or organizations—we have strongly proposed a broader representation in the governance of vocational education in the state.

2. It is clear that the current state plans are often not prepared in any long-range view, and even the current annual plans often receive little action. Thus, a much stronger planning mechanism is proposed with "teeth" to consider all alternatives to serve the occupational training needs of citizens. This must include the authority to the delegation of administration and the right to appeal arbitrary decisions of these recommendations to the Commissioner and the courts. (The membership of this Planning Commission will be discussed by some of my colleagues in a few minutes).

3. Since the greatest growth in training needs for real jobs in our work force has been, and for the foreseeable future will be in post-secondary institutions, we agree with the recommendation to continue the setaside at the level

AVA requested of 30% for postsecondary. (We also agree with this setaside for handicapped and disadvantaged).

4. As indicated to this Subcommittee in our testimony on August 13, 1974 and again on June 25, 1975, a major problem is the definition of postsecondary. That current language allows wide and varying interpretations, and in the opinion of many AACJC members, a number of states (at least 10 as we pointed out in our August 13, 1974 testimony) count some secondary programs as postsecondary.

Assuming a definition of vocational education, we would propose language such as this:

"Postsecondary vocational education means vocational education which is designed primarily for adults or youth beyond compulsory school attendance age who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Such education may be provided in non-profit institutes, junior or community colleges, departments of colleges and universities, and other schools offering vocational education, beyond grade 12, but less than the baccalaureate level."

As the first presentor, let me stop in order to set a model for brevity but I want to indicate our support for the concerns being voiced by John Mallan of AASCU, Newton Cattell representing the Land-Grants, and Stan McFarland of NEA and Gus Steinhilber of NASB. This statement is consistent with the ACE letter to this Subcommittee on June 25, 1975.

In conclusion, Mr. Chairman, I think you would be interested to know the Boards of AVA and AACJC have approved a joint proposal to the Bureau of Occupational and Adult Education and Bureau of Postsecondary Education. This joint proposal is to provide AVA and AACJC with opportunities over the next two years to promote cooperation in the expansion of vocational education for our citizens across the country.

I look forward to the opportunity to respond to your questions.

STATEMENT OF DR. JOHN TIRRELL, AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Dr. TIRRELL. Mr. Chairman, members of the subcommittee, since five of my colleagues at the table and two other associations who are not at the table agree on many, many points, I am just going to take a few moments to indicate the particular AACJC concerns.

I agree with you, Mr. Chairman, that in the last almost 2 years now, 18 months and certainly the last couple of months, I think all of us are in agreement on 90 percent of this. There are still three or four things that are still up for discussion.

After receiving an invitation in December of 1973 to testify, AACJC constituted a task force. There were four major considerations that our people working in vocational education had.

First: In order to serve best the individual citizen—not programs, institutions, or organizations—we have strongly proposed a broader representation in the governance of vocational education in the State.

There are States already putting 40 to 50 percent of their Federal postsecondary funds into postsecondary programs or rather their Federal funds into postsecondary programs.

Second: It is clear that the current State plans are often not prepared in any long-range view and even the current annual plans often receive little action. Thus a much stronger planning mechanism is proposed with "teeth" to consider all alternatives to serve the occupational training needs of citizens. This we believe must include the authority to recommend delegation of administration for possibly postsecondary parts of the fund and the right to appeal arbitrary decisions of these recommendations to the Commissioner and the courts.

I heard you a moment ago but I still say it. I think in 46 or 48 of the States it is going to work without any appeal. But in your State, for example, they do not recognize the need for those 12 or 1,500 training miners in your district, if they do not, then there should be some way to have it reviewed.

On the other hand there may be some States that are currently spending 50 to 55 percent on postsecondary programs. If for some reason it is going to be cut back, somebody should have the power to review this.

Chairman **Perkins**. All right.

Let us hear from the school administrators before we have the discussion here.

Mr. James Kirkpatrick?

STATEMENT OF DR. SHIRLEY HANSON, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Dr. **Hanson**. Mr. Chairman, I am representing Mr. Kirkpatrick, who is unable to come. I am Dr. Shirley Hanson, representing the American Association of School Administrators, here hopefully to provide some visible support for the statements already made by our colleagues.

The AASA does support an idea of some kind of a State planning commission to provide for a vehicle for vertical articulation that is often lacking when the secondary school student goes on to higher ed and that should provide some dialogue for the working community so that job entry skills indeed have an impact on education and provide for long-range planning.

We of course from our point of view would like to see that State planning commission have representation from the local education agency so that articulation includes us in this kind of comprehensive approach to administrating at the State level.

It is critical for vocational education to be responsive to the needs of students.

One other point not previously mentioned by the colleagues but I think supported by all of them is that we insure that the funding language does make provisions for money to get to the local education agencies and to the higher education students and is not limited in any way by their needs.

To that point I would like to urge that we put some stipulation in the language that the administrative costs do not exceed 5 percent.

The Association of School Administrators is appreciative of the Chairman's comments this morning about the increased vocational education funding and thinks this will go a long way toward helping us.

But additionally we believe that a State planning commission is needed. Thank you.

Chairman **Perkins**. Thank you very much.

Our next witness this morning is the head of the American Vocational Association, Mr. Burkett.

Without objection your statements will be made a part of the record.

We will have discussion in just a few minutes.

STATEMENT OF LOWELL BURKETT, AMERICAN VOCATIONAL ASSOCIATION

Mr. BURKETT. Mr. Chairman and members of the committee, it is a distinct pleasure to appear again before you. We want to express our appreciation for the leadership that members of this committee and you particularly have given for the enactment of the 1968 amendments. We feel that this piece of Federal legislation has gone a long way in trying to develop programs of vocational education and hopefully any new legislation will not deviate too far from the concepts that were incorportated in that legislation.

The American Vocational Association has spent more than a year of study on all the various problems related to the administration of vocational education and the need to expand the program. That study has been circulated through the membership of the 55,000 members of the association. It has been shared with other organizations for inputs before placing before you in a hearing about a year ago. It has the full endorsement of the 55,000 members of the American Vocational Association by virtue of having been approved by the house of delegates of the association. Those concepts are incorporated in H.R. 3037.

I would like to make just a few observations. Of course, you people are fully aware of those concepts. One of the points that I particularly want to emphasize again is the need that I think has been expressed by my previous colleagues, the need for better planning. I think there is always a need for improved planning.

We are talking about a program of education that cuts across many types of institutions and people. We must have a comprehensive plan developed.

I do feel it is essential that the Federal Government have one agency at the State level that would be responsible back to the Federal Government for the control and administration of this legislation.

There perhaps are needs for some consolidation under the previous act and the 1968 amendments. I would like to point out the fact that the research effort that has gone on in vocational education has not been basic research but much of it has been demonstration effort.

So we would say to the members of the committee that perhaps the old parts C, D, and I of the 1968 amendments, if those concepts could be put together in more of the line items so that the States would have more opportunities to use these moneys in ways to serve their needs.

I would like to point out again that we feel that education is a State responsibility and that the determination as to what kind of programs they have would be a State responsibility and who would get the money. I think this is very important.

May I say in conclusion that our objectives as a professional organization are dedicated to a program that serves people in all the institutions, people represented around this table. Our objective is to try to increase enrollments in vocational education. It is currently around 14 million people. We hope to increase it to 20 million people by 1980. We hope that 75 percent of the youth and adults will have salable skills to enter the labor market without leaving the schools. We hope at least 5 percent of the current labor market will be in upgrading or training or retraining programs. It is our objective to improve and expand the program to do that.

Thank you, Mr. Chairman.

Chairman PERKINS. Mr. Peterson, Chief State School Officers?

STATEMENT OF RAY PETERSON, CHIEF STATE SCHOOL OFFICERS

Mr. PETERSON. Thank you, Mr. Chairman. I also represent the National Association of State Boards of Education. All the members of State boards of education throughout the country are in agreement with the position of my members, that is, the Chief State School Officers.

Just to highlight three or four of the major issues very briefly, we do believe we have an opportunity to improve the governance in this bill to make vocational education more integrated with general education in the States and more responsive to changing technologies and changing social needs.

We are suggesting that with all due respect to the history of the legislation that the definition of "State board" in this legislation no longer need refer to a separate federally described board of education for a specific category or program but rather the "State board" could be the State board of education in each of the States as a means towards this integration that I mentioned.

We can support the concept of a planning commission to provide better coordination and planning for all the groups represented here. We do not want this on top of the existing advisory councils in the States. The membership described would be duplicative and unnecessary and if additional planning coordination is needed the membership of those commissions or councils ought to be appointed by the State education agencies and the postsecondary agencies in each State not appointed by the Governors and not replicating the existing advisory committees.

With regard to the needs of postsecondary education, Mr. Chairman, I think you have stated the case extremely well. We would urge that the committee take another look at title 10B of the Education Amendments of 1972, which is $1½ billion for community college occupational education which has never been funded. Maybe the committee in its wisdom would be able to write provisions which would tie the funding of such an authorization to a mandatory funding related to the appropriations for the basic program.

Chairman PERKINS. Community colleges came in a few years ago and their organizational representatives. We wrote that title several years ago. But we have insisted time and time again that that provision be funded before the Appropriations Committee. We have just gotten no results. I think that you people in community colleges and representatives of higher education will have to devote more time to get before the Appropriations Committee. If nobody else can get you an appointment, I think I can. I will work very closely with you along that line to see if we can't do something about getting some extra funds for that purpose. The Congress has been very derelict in my judgment in not making those appropriations.

Go ahead.

Mr. PETERSON. Mr. Chairman, the program as it is now funded, the basic part B program, is a 75 percent secondary school program. We agree with you that to displace existing programs, to transfer funds institutionally within the States, would be a serious mistake. As you pointed out, 25 percent of students never finish secondary school.

In addition data show that the per-pupil costs at the postsecondary level are so much higher that many fewer students would be served if for example the definition of "postsecondary" education were to be changed. We would urge you not to change the definition of "postsecondary" education for the reasons you mentioned, because the different arrangements in the States which would be absolutely disruptive, for example, as you describe them, in Minnesota.

The Chief State School Officers can support a requirement that the great bulk of funds must support students in operating school programs. However specification and allocation of Federal funds must emphasize the State rather than Federal authority to write allocations based on appropriate State plan criteria, taking into account the different arrangements in States from State to State with regard to regional arrangements, area schools, and State-run programs like corrections education programs which cannot be organized by LEA's.

We believe you also have an opportunity to modernize the program, Mr. Chairman. We are willing to support tightening of some of the State criteria to meet some of the points that have been raised in your hearings, with increased emphasis on the catalytic role of Federal programs. We would like to see a greater emphasis on work experience, which I know you support, and a greater use of community facilities outside the schools for more efficient programs.

With regard to State funds, Mr. Chairman, we would hope that the committee would look very carefully at the definition of what a State administration may be. We would hope that you would consider some flexibility with regard to statement of percentage of funds or perhaps a requirement for State matching of funds for administration to be phased in over several years.

The GAO report which your committee considered was very loose in its definitions of funds reserved at the State level and in many cases included programs which are services to students which should not be eliminated but on the State's authority.

There is a great need for a general maintenance of effort waiver provision which should be inserted in this bill or in the general provisions of the Education Act.

Finally, Mr. Chairman, we would urge you to consider amendments to the basic act which would insure equal opportunity for women to avoid sex stereotyping in occupations.

Thank you, Mr. Chairman.

Chairman **Perkins**. All right.

Next, we will hear from Mr. Cattell.

STATEMENT OF NEWTON CATTELL, NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES

[Prepared statement of Newton Cattell follows:]

Prepared Statement of Newton Cattell, National Association of State Universities and Land-Grant Colleges

Mr. Chairman, Members of the Committee, I am Newton Cattell, Director of Federal Relations at The Pennsylvania State University. I am pleased to testify this morning on the reauthorization of Part B of the Vocational Education Act for the member institutions of the National Association of State Universities and Land-Grant Colleges.

Mr. Chairman, this survey of Less-than-Baccalaureate Level Technical Education Programs in 4-year Public Colleges and Universities, conducted by Dr. John Rowlett of Eastern Kentucky University, documents the increasing demand for the kind of vocational programs that our institutions are uniquely qualified to conduct.

According to the report, full-time enrollments in less-than-baccalaureate programs number just over 100,000 today, an increase from 36,000 slightly less than ten years ago. The survey report was sent to the members of this Subcommittee. I will leave mine for the Committee staff, if it will be useful.

The data, Mr. Chairman, document the change in the full-time enrollment in public **four**-year institutions. We know that the increase in two-year schools is equally dramatic . . . And there is evidence that the number of part-time students in postsecondary vocational education is increasing at an even more rapid rate.

Yet, Mr. Chairman, there is no requirement in law that states must consider what postsecondary institutions currently are contributing to vocational education in their states. There is no requirement in law that postsecondary institutions participate in state planning for vocational education. Federal law and federal funds are needed urgently to encourage the use of all of the states' resources, not just those under the control of the State Board of Vocational Education.

There are three issues of concern to the members of our Association: governance, the postsecondary set-aside, and the definition of postsecondary. Those issues are interrelated one to another.

If the reauthorized law mandates a state governing structure composed of persons who would distribute funds on the basis of employer need instead of institutional need, we do not need a set-aside for postsecondary vocational education. If the new law, on the other hand, gives existing boards of vocational education continuing control over the distribution of funds, we will need a set-aside. A set-aside, however, no matter what its size, will not deliver the needed programs if postsecondary vocational education is defined according to the age of the student body.

This, then, is what we want . . . Let me be specific.

1. We agree with the State Higher Education Executive Officers that basic policy decisions regarding state objectives, the allocation of funds, and the delegation of administration should be the responsibility of the principle state education boards and their chief executive officers.
2. If state boards of vocational education retain all or part of their current authority for policy formulation and the administration of the federal vocational programs, a portion of the state's federal allocation should be set aside for postsecondary education.
3. A postsecondary set-aside will make sense only if postsecondary vocational education is redefined from the age of the student to the academic or grade level of the training.
4. We are prepared to agree with testimony of AVA that a set-aside of 30% is reasonable—again, such a set-aside is necessary only if current state boards retain control, and a set-aside will help only if the term postsecondary vocational education is redefined.

Mr. CATTELL. Thank you. Mr. Chairman.

Chairman PERKINS. Without objection your prepared statement will be inserted in the record so we can get to discussion.

Mr. CATTELL. I appreciate that.

May I state for the record that in addition to representing the National Association of State Universities and Land Grant Colleges I represent Penn State University.

In an effort to gain sympathy for our positions here I would like to note for the record that we have a long waiting list of people who want to take our course in horseshoeing which we give every summer. That incidentally is self-supporting from its own tuition costs. They announce in the brochures announcing the course that they should try to get youngsters into the program.

Chairman PERKINS. Fine.

Mr. CATTELL. Thank you. sir. I want to skip most of my testimony to try to deal directly with the three issues of greatest concern to our institutions, first governance; second, the postsecondary set-aside and third, the definition of "postsecondary." Those issues are related one to another.

If the reauthorized law mandates a State governing structure composed of persons who would distribute funds on the basis of employer demand and student need instead of institutional need, we think a postsecondary set-aside is really not awfully important.

If the new law on the other hand gives existing boards of vocational education continuing control over the distribution of Federal funds, we think we should have a postsecondary set-aside.

A set-aside, however, no matter what its size will not deliver what we consider to be the needed programs for post-secondary vocational education if "postsecondary" is defined as it is today according to the age of the student body.

Chairman PERKINS. Has your group ever appeared before the Appropriations Committee as such and asked that the present title authorization by authorized?

Mr. CATTELL. Under part B, sir?

Chairman PERKINS. Yes, I mean the appropriation for postsecondary technical schools.

Mr. CATTELL. Following the passage of the 1972 legislation, yes, sir, we did request funding of that. Of course it was a futile request. We were urging the Appropriation Committee to fund that provision, which we think is an excellent one.

In the interim though the set-aside obviously for postsecondary would accomplish many of the purposes that part B of title 10 is designed to accomplish.

May I be specific then on the few issues that I want to describe for you?

We agree with the State Higher Education Executive Officers that basic policy decisions regarding State objectives, the allocation of funds and the delegation of administration should be the responsibility of the principal State education boards and their chief executive officers.

Indeed if we had that kind of a governing structure we could well support the flexible funding meeting special needs.

If State boards of vocational education retain all or part of their current authority for policy formulation and the administration of the Federal vocational programs, a portion of the State's Federal allocation should be set aside for postsecondary vocational education.

A postsecondary set-aside will make sense only if postsecondary vocational education is redefined from the age of the student to the academic or grade level of the program.

We are prepared to agree with the testimony that the American Vocational Association has given in the past that a set-aside of 30 percent for postsecondary is reasonable. Such a set-aside is necessary only if the current State boards retain control and a set-aside will help only if the term "post-secondary vocational education" is properly redefined.

I thank you, sir.

Chairman PERKINS. If I understand your statement you would leave the U.S. Office of Education completely out of the picture.

Mr. CATTELL. I don't feel sufficiently expert to respond to that. But the further we can leave them out the better.

Chairman PERKINS. All right, Mr. McFarland. We are delighted to have you here. We will hear from you now, from the National Education Association.

STATEMENT OF STANLEY McFARLAND, NATIONAL EDUCATION ASSOCIATION

Mr. McFARLAND. Thank you, Mr. Chairman.

I would like to take this opportunity on behalf of the NEA to commend you and the committee for your budget recommendations to the Budget Committee. I think they will be extremely helpful in achieving a high level of funding for education programs.

The NEA has joined with a number of other organizations interested in vocational education to seek a common position. Our problem at this point to some degree is that we have been working off language on the Senate side. Therefore, I would like to stay on a level of principal position and so forth.

A number of my colleagues have talked about planning for vocational education. When you discuss planning and the governance aspects of vocational education, one of the basic problems is that it varies considerably among the States.

Federal law some 60 years ago mandated that the States design a procedure of administration for vocational education. I am sure you have heard this many, many times. Some States have a single State agency. Some States have a separate agency for vocational education. There is one State that does not even have a State board of education for general education.

The manner of governance varies. So when you deal with this question somebody is disturbed about the fact that you are dealing with governance because of the pattern that exists in the various States.

The NEA's concern is based upon a set of criteria passed by our board of directors last fall concerning the ideal for vocational education.

First of all one of the problems is that vocational education has been considered by many as a separate entity from education, particularly at the elementary and secondary level. This should change and has to change.

The planning and coordination in many States in our opinion is utterly ridiculous. The competition is between the vocational education at the elementary and secondary level with vocational education at the higher level, with vocational education involving manpower programs. Many times they do not get together and they are in a competitive state.

Our hope would be that the legislation of 1976 would resolve this conflict to provide better education for children, to provide a better opportunity for teachers to do a better job.

I would suggest that the way the vocational education programs are administered and the problem is that we find a real lack of local people involved in the State planning mechanism, teachers, administrators, and local school board members.

Under the present governance operations as now exist it is really not possible to include these people. The advisory councils may provide some mechanism for this. But it certainly has not worked.

There are several things I would like to turn to, Mr. Chairman. We are concerned about postsecondary education in this, to allow the States to make the decision based upon State and local needs, the amount of training that should be at the postsecondary level.

One of the problems once again in the administration of programs is this lack of distinction between what is secondary and what is post-secondary.

We would also recommend a better definition of post-secondary. We are concerned that many local school districts do not know through the State plan and other means what will be forthcoming at the local level.

We would also recommend that only about 5 percent of the money coming to the State be used for administration, which would not include supervision and coordination of vocational programs.

I would have to disagree with my colleague. We would like to see parts C, D, and I——

Chairman PERKINS. I will agree with you on that 5 percent. We may have to allow some leadtime. I know some States are spending too much money entirely for administration. I have heard Congressman Quie many times raise the question.

Go ahead.

Mr. McFARLAND. We are very concerned that the local level have more involvement and also a certainty of funds that might be forthcoming for better planning under the State plan. We would recommend that the State plan allow something like 80 percent of the money to be designated to the local level.

We would also recommend, as I started to say, that parts C, D, and I, the research innovation and curriculum development be transferred to NIE. We do this not to be critical of what has occurred in these programs that have been under OE but to indicate our strong concern that NIE become a viable and a creative research arm of the Federal Government.

To us it makes little sense to have some aspects of research sitting in OE when basically the activity by or at least the theory behind NIE should be there.

Chairman Perkins. I would agree with that concept if they had done the job up the present. It worries me though to put all the eggs in one basket until they do some better performing.

Mr. McFarland. Mr. Chairman, I agree with you. As a condition we may have a solution for that, a change in the basic structure of NIE to provide more practitioner involvement tó provide a better mechanism of determining how the money will be split up and how the grants will be made and contracts.

Chairman Perkins. Stan, are you through?

Mr. McFarland. Yes, sir.

Chairman Perkins. All right.

Our next witness will be from the National School Boards Association. Go ahead, Gus.

STATEMENT OF DR. AUGUST STEINHILBER, NATIONAL SCHOOL BOARDS ASSOCIATION

Dr. Steinhilber. Thank you, Mr. Chairman.

Thank you for inviting us to appear this morning.

I would like to join Stan in commending you on the budget recommendations. We are pleased with the leadership you and the committee have shown.

I will try not to cover parts that were previously covered by others but try to touch on some of the issues and give you some history with respect to our groups and with respect to my own association.

As you know, our Federal relations network did meet here in Washington a few months ago. This network consists of school board members in each of the 435 congressional districts.

Among the directives of that network was a specific directive that would set aside the needs of vocational education and that vocational education was to be integrated and not the stepchild, as is often said. Lo and behold, as soon as you start moving into that realm of what should take place in terms of integration, we ran into some difficulties from the outside from individuals who, quite frankly, perhaps weren't interested in this integrated approach.

One of the issues is governance. There is no question but that governance in planning is an important issue because you have heard a number of individuals make reference to that this morning.

It is a difficult one because the governance question is tied up directly to the funding question. That in turn is tied to the postsecondary question.

But we find ourselves somewhat "on the horns of a dilemma." The dilemma is that you have heard individuals indicate here that there have to be set-asides for administration, and that "administration" have to be set-asides for post-secondary education and there also has to be broadly defined and there have to be set-asides for State-operated programs.

If one were to start adding the set-asides that have been suggested of the money will be set-asides and 30 percent will eventually get by various groups here we find that perhaps as much as 70 percent down to the school district level.

That somehow does not make sense to us. This is one of the reasons that we are suggesting that perhaps a better method should be formed. Not only under this criteria would we only receive 30 percent of the money but we would also have the responsibility of accounting not just for the 30 percent of the money but accounting for how well we operate vocational education and how well we integrate that 30 percent with State and local moneys to be sure that vocational education works. I think that is a very difficult job and it is very difficult for us to be placed in that kind of a dilemma.

So therefore, Mr. Chairman, I would also like to make a comment to something that has been referred to at least in part before and that is section 431 of the General Education Provisions Act, using the technical term, because that particular section deals with the regulations both with respect to HEW and their having to place the regulations in the Federal Register and with respect to appeal provisions that exist throughout and most recently that local school districts have an opportunity to plan for funds and that is why you are going to be hearing the term "local entitlement." Not only that. Local school districts will have an opportunity to see how the State operates and not only that. If discrimination does exist in the way local school districts are treated, we have an opportunity for remedy.

Thank you very much, Mr. Chairman, for the opportunity to be here.

Chairman PERKINS. Our next witness and last witness before we get into the discussion is the State Higher Education Executive Officers Association, represented by Mr. Ralph Dungan.

Go ahead, Mr. Dungan.

STATEMENT OF RALPH DUNGAN, STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Mr. DUNGAN. Mr. Chairman, my name is Ralph Dungan. I am chancellor of higher education in New Jersey. I am representing, as you suggest, the State higher education officers. I am a State government official, as are most of my colleagues in the State offices throughout the country.

We represent no institutional interest specifically. We are concerned broadly with the public interest—that is, all sectors and levels of education. We have a particular responsibility obviously to the postsecondary and specifically to the collegiate sector.

But I want to state clearly for the record that we are not here claiming a greater share of a pie for a particular group of institutions. That is not the prinicipal purpose of our testimony.

We believe that the major problems—there are many peripheral ones but the major problems that the committee and the Congress should address—are three.

First of all, clarity of Federal objectives with regard to vocational education. Are we essentially and primarily involved in training for entry into the job market? I think the law is fairly clear on that. But if it isn't it seems to me that the Congress ought to clarify that.

Chairman PERKINS. We tried to clarify that in 1963. We tried to strengthen it in 1968, for training where the jobs are.

Mr. DUNGAN. I would submit, Mr. Chairman, that the record is fairly clear in the GAO report and others and certainly the experience of many of us that the actual implementation of the objectives of the program does not suggest that objective is clearly in the minds of many people in the States currently who are administering the program.

So to the extent that Congress could clarify that objective it seems to me that that would be highly desirable.

Chairman PERKINS. Yes, sir.

Mr. DUNGAN. The second one, and very closely related to it, as all these three elements are, is the governance matter which has been raised. I submit that what one needs to do after one sets the objectives from the Federal Government level is then to insure that the governance mechanism is broadly representative of all the sectors who have a legitimate interest and capability to deliver the services which then attain the objectives as defined in the law. Currently that is not the case. There are many people, postsecondary, collegiate, as well as, I would submit, the proprietary and nonspecifically educational institutions who have a capability to deliver services and who should at least have the possibility of entering into the process in the State of how funds are allocated and how they are administered.

Therefore, I would recommend a broadly based commission. It has been referred to here as a planning commission. I think that is a trap personally. I think it ought to be designed to clearly supplant the existing governance mechanism, typically boards of vocational education or boards of education, with all due respect to my colleagues, and that it ought to be broadly representative of all the sectors. They should allocate the funds and they should monitor them.

That leads me to the third element to which I think you should address your attention and that is to insure that there is effective no-nonsense clear planning at the State level and an evaluation of what happens after the moneys are allocated and spent.

I submit that it is virtually impossible now to find out whether those funds are being sensibly and effectively spent at the State level or at the Federal level.

So, Mr. Chairman, I would just sum up with those three things. I really believe that the governance and the evaluation is something that we can get reasonable agreement on. The objectives are the critical elements to which you should address your attention. Thank you.

[Prepared statement of Ralph Dungan follows:]

PREPARED STATEMENT OF RALPH DUNGAN, STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

At the outset, I want to thank you for allowing me as Chancellor of Higher Education in New Jersey to address the vocational education issue from the perspective of my colleagues in every state who hold constitutional or statutory responsibilities for the statewide planning and coordination of postsecondary education. I represent SHEEO—the State Higher Education Executive Officers Association. From the position of a SHEEO member I stress that I do not serve on your panel today to claim a greater share of the vocational education funds, but rather to express our concern that all existing resources of the state, particularly at the postsecondary level, must be considered in vocational education planning to most effectively utilize the limited funding available in this critical area.

As I see it, the problem is that present law does not provide a mechanism by which interested members of the public and the educational world can formally and fully participate in the planning, operational control and evaluation activities of the federal vocational education program. Indeed I would maintain that even the regular public school administrator does not effectively participate and that the vocational education people are the "headless fourth branch" of the educational world responsible only to themselves—from the federal to the local level. Such participation exists and resources actually flow in a reasonable equitable way only in those rare situations where single state agencies have taken a balanced view or have been forced by circumstances to do so. This is not the case in New Jersey or in most other states. I seek a direct and active role for the state higher education authority in decision making, planning and fund allocation processes under the Vocational Education Act. Simply earmarking a percentage of vocational education funding for the higher education sector does little in meeting this objective.

On behalf of SHEEO, I wish to emphasize the following points:

(1) If the U.S. Office of Education, the states, institutions and programs are to be held accountable for expenditure of federal vocational education funds, the federal goals and objectives must be made explicit. I personally believe that preparation for job entry should be the primary objective of the programs. The present law places far too much emphasis on state compliance with structural, procedural and process requirements rather than on demonstration of fulfillment of the substantive intent of the law.

(2) The present law should be amended to provide a mechanism at the state level by which the principal state agencies responsible for different levels of education, the state manpower planning authorities, representatives of labor and employers, and other interested members of the public can join together in setting state-level goals and objectives, in allocating federal dollars to achieve those objectives, and in evaluating the effectiveness of vocational educational programs. The present system in which state postsecondary education agencies, manpower agencies and other persons of direct concern to vocational education are excluded from state vocational education decision-making simply will not lead to fulfillment of the objectives of the federal law, as I see them.

(3) The formation of a state planning commission may be a way to achieve the interagency participation and coordination, and involvement of other groups in the decision making-process. This state planning commission must not be divorced from responsibility for decisions on how and where federal and state dollars will be used, the monitoring or the expenditures in terms of the objectives established in the planning process. A planning commission operating in a vacuum with little or no tie to implementation will do little to improve the present patterns of state-level decision-making for vocational education.

(4) We seek direct and active participation of state higher or postsecondary education authorities in the planning, policy development, fund allocation and evaluation processes. We do not mean by this that state postsecondary education agencies should necessarily be responsible for day-to-day operation or administration of vocational education programs. It should be possible, however, for a state to delegate appropriate state agencies responsibility for such direct administration provided that this is consistent with the state planning.

Thus, the need for a broadly based planning commission which does not separate planning from operational control and evaluation activities and which has the ability to meet clearly defined federal objectives for vocational education remains the key SHEEO priority. In the following sections, I have attempted to explain this position in greater detail.

RECOMMENDATIONS—ORGANIZATION

We believe that it is essential to establish a broadly representative policy and program development council which will have operational, not simply advisory, powers. The critical functions which it would perform would include:

(1) Assessment of the occupational education needs of the state in a brief, comprehensive and comprehensible format. Such a plan should be designed in cooperation with existing state educational systems, both public and private,

and should also contemplate the utilization of non-formal educational and training resources.

(2) Development of state plans pursuant to such assessment which would be forwarded to the U.S. Commissioner of Education as now required by law.

(3) Allocation of federal funds made available pursuant to the approved state plan.

(4) Development of general policies and administrative procedures for the expenditure of such funds including specification where appropriate of participation in the process by other agencies or institutions other than the principal administering agency.

(5) Responsibility for insuring the development of systematic evaluation techniques and for satisfying itself concerning the effectiveness of programs funded under its aegis.

COMPOSITION OF THE COUNCIL

The Planning Council might be constructed in a number of different ways, either by executive order or by statute as preferred by a state. It probably should not number more than about 15 members and should include representatives of the governing boards of each of the formally organized systems in a state appointed by those boards. Where such comprehensive system boards do not exist, persons from the governing boards of the various sectors might be appointed by the Governor in an equitable proportion. In New Jersey, three or four persons from the state boards of education and higher education would fulfill such a requirement. In addition membership of the Council should include the person in a state principally responsible for manpower planning as designated by the Governor and a number of persons (three to four) designated by the Governor from labor, industry, agriculture, the service trades, or any member of the user community. It is important that no person appointed in this category be directly involved in the administration or governance of an institution involved in occupational education.

The Planning Council should elect its own presiding officer and set its own rules consistent with state laws and practice (e.g. Administrative Procedures, Sunshine) and should come into being after the promulgation of the enabling instrument and the appointment or designation of a majority of its members.

FINANCING AND ADMINISTRATION OF THE COUNCIL

I believe that the Congress should keep the administrative structure and cost of the new Council to a minimum, probably in the order of $85,000 minimum—$150,000 maximum per state. The Council should be able to depend on the entities that it supports and plans for to provide the data and information that it needs to perform its functions.

The statute should be clear that the Council may choose the administrative machinery which it finds most effective in pursuing its purposes.

FEDERAL ADMINISTRATIVE REGULATIONS

I believe the Congress could make a major breakthrough in this new bill by attempting to free up the states with respect to the detailed administrative regulations which a state must follow. If the U.S. Commissioner paid more attention to the objectives of the state plan and to monitoring the performance of the state agency as opposed to imposing detailed but often meaningless reporting requirements, we might just have a much more effective program. At the very least Congress might experiment by permitting the Commissioner discretion in the degree of detailed regulations he required, depending on an exercise of his judgment about the capability of a state agency to perform. Increasingly, I have come to believe that explicit performance expectations followed by rigorous performance audits is an approach which we really should try as a substitute for the bureaucratic-regulatory model.

THE PRESENT ADVISORY COUNCIL

Frankly, I believe that the present Advisory Council structure is redundant and on the whole ineffective. I do not know its origins but my impression is that the State Councils have very, very little effect on what happens. I believe that the new Planning Council that I have outlined above permits the active and effective involvement of the user community in both planning and over-

sight of the administration of federal funds. I think what we need is a melding of the user community and the educational and governmental community, and I believe that the Planning Council outlined above or some modification of it (as to membership, not powers) would bring us to where we should be.

Moreover, I think it is important to try to eliminate expenses where we can without affecting essential activities. In my opinion, the impact of informed and interested non-educators would be enhanced considerable by integrating them completely into the governance structure of the occupational education program.

Again, I appreciate the opportunity to share my views and those of my SHEEO colleagues before your panel today.

Chairman PERKINS. A good statement.

The representative of the American Vocational Association made a statement, Al. Lowell Burkett, I want you to repeat just what you stated that you felt should be consolidated. If I understand you correctly you stated that parts C, D, and I, research, exemplary programs, and curriculum development, could be consolidated.

Mr. BURKETT. Mr. Chairman, we have taken a look at the expenditure of money in the 1968 Act. Thre is great need to disseminate and apply the research and the curriculum that is built into it. So for that reason we think the States, if they had the privilege of utilizing the money to do the research to disseminate it, to put it into action and to build the curriculum for program development, that it would be to great advantage to vocational education.

For that reason we suggest that it would be possible to consolidate the funds under those three parts of the 1968 amendments.

Chairman PERKINS. Let me address a question to all of you gentlemen and lady. If I understood all of your testimony correctly, you all stated that there should be better planning at the State level, involving all interested parties in vocational education. Do we all agree on that? Is that in substance what we have stated?

Yes? Go ahead.

Mr. DUNGAN. I certainly agree to that. But I think it is extremely important to link the planning both through the allocation of funds, the oversight of the administration and the evaluation. If the planning is separated from what I would call the operational aspects of it, it is like setting up a budget shop separate from the administration.

Chairman PERKINS. You have got a good point there.

Now let me ask you, since we have agreed on that one point, that we need better planning and that all interested parties should be involved in the vocational education planning, do we all agree that it would be better not to make States change their agencies or statute to do this better planning, if at all possible, but to take the agency or the board that has operated in the State and mandate the necessary changes to bring about the involvement of all interested parties in better planning in vocational education?

Go ahead. Gus, you start it out. Pass it around.

Dr. STEINHILBER. The first kind of problem that we have there is that what do we do with respect to particular States in which right now their State board is elected? If they have an elected school board you are beginning to get into the politics of what takes place at the State level. It is not just educational decisions. You are making very sensitive political decisions.

Second, I think when we talk about the planning commission being broadly representative, the definition of "broadly representative" to us means not just representatives of secondary and postsecondary education, in which the generic language sometimes appears, but also and we think more importantly it means that there shall be local schoolteachers on that. It means that there shall be representation from the administration of the local school district on that. It means there should be a school board member who actually has responsibility on the local level.

The problem quite often with changing just the requirement of a quote "State board" is you get not only the political ramifications but you also end up with language which sort of lumps everybody together with a certain individual having the responsibility of appointing. That individual will appoint one person who will serve three or four hats because the individual at one time was a schoolteacher, at one time was a member of a local board and is now at the State level. And that is not an unusual circumstance.

Chairman PERKINS. I think we have all got to keep this one thing in mind, that all the States I know are so shorthanded from the standpoint of funds presently that they are scrapping in different areas other than money. I mean they are just bird dogging the State boards and local educational agencies and the local school boards to put up more money to help fund more programs generally throughout all the States.

Mr. Peterson, do you want to comment on the same question that I asked?

Mr. PETERSON. Yes, Mr. Chairman. I think if the planning commission has a planning and coordinating responsibility under the general authority of the duly-constituted State board, our position is that it should not be duplicative of the work of the advisory committees and also that in those States in which you have an umbrella board of education which covers postsecondary as well as elementary, secondary, that those States be allowed to substitute their governance under a waiver feature as an incentive for these State which have already taken care of these kinds of coordinating problems.

Chairman PERKINS. Go ahead.

Mr. DUNCAN. I don't think it is a large problem, Mr. Chairman. First of all I think you will find that about 40 of the States have simply taken over the provisions of the Federal law and built them into State law. In other words, they will follow whatever the Federal legislation is.

But even if that is not the case it seems to me that the Federal Government could mandate that the State provide in order to participate in this program, could designate by Executive order or by statute, as it chose, a new, I would say, planning, coordinating and governing board for occupational and vocational education, which should be broadly representative and which members could be appointed by the board of education, as the case might be, the board of higher education, whatever. It seems to me that the problem is not an insurmountable one and would not create insurmountable difficulties for the State at all.

I would hasten to say that as far as I am concerned I would not change the existing administrative arrangement. That is, let the existing department of education and its existing vocational education bureau administer it under this new policymaking board.

I don't know about the other States but in my State the board of education has its hands full. They don't have time to supervise this particular activity with the amount of acuity, if you will, that they ought to bring to it.

Chairman Perkins. So often it takes the State boards so long to get acquainted with the administration of programs of this type. It would seem to me that you would have more stability if you added representatives of the different groups on to the State boards and had them just concentrate on vocational education.

Mr. Dungan. The State board generally has its hands full with other problems, No. 1.

No. 2, I think they would be too large to be workable and effective organizations. The people on these boards probably ought not to exceed 15, and more State boards are larger than that already.

Chairman Perkins. Go ahead, Lowell.

Mr. Burkett. One of the provisions that I think ought to be in the Federal act is that there be comprehensive planning and that there be evidence of involvement of all the people who are capable and who can provide the services to people. However I think it should be mandated for the sole State agency to carry out that responsibility. I think it would work out very well in that.

Most of the time the problem has been because the State board has put that as a very low priority in the whole educational realm. We have always been a stepchild in that respect. I think if the law is specific in terms of the kind of planning and the responsibility the Federal Government has for them to carry out that plan, I think it will be workable.

Chairman Perkins. Go ahead, Dr. Mallan.

Dr. Mallan. My principal comment on this is that there has to be some way to put teeth into this planning process. The 1963 act and 1968 amendments both talked about comprehensive planning, about serving all sections of the State and all parts of the population. The State advisory councils were created in 1968 and in fact the reason for the gubernatorial appointment in many States was to try to bring in some outside force other than the State board of education itself. At least this is my understanding and memory.

There are no teeth. There is no Federal oversight. There is no way for the Office of Education or the Congress to know what is actually going on, whether or not there is good planning or whether all the elements are involved. There is no reporting system to the Federal Government, either to the executive branch or Congress.

You expressed immediate doubts and reservations about this Senate idea of having the Commissioner of Education review differences between a State plan prepared by the State planning commission and the State board.

I think what some of us are groping for is a way to get a process by which plans will be made and the program will be carried out. In the case of appeals to the Commissioner there might be a mandatory time limit in the statute, maybe even 30 days or some very short period. But there must be some way to put teeth into this process.

The Government on both the executive and congressional sides knows whether planning, development et cetera is taking place. I am not sure there is any way we can guarantee that this sort of comprehensive planning will take place.

Chairman PERKINS. Mr. McFarland?

Mr. MCFARLAND. In terms of the planning function, planning is all fine if something happens with it. That is our concern. I think it is time to talk about the nitty-gritty of procedure. How it is done may not be that important. Our concern is that there be planning and that the planning has an opportunity to go into effect.

Taking a State like New York, the board of regents, cradle to grave education, or a State like Pennsylvania, which is slightly different, these might be the exception in a planning board. Possibly it is not as important as it would be in a number of other States. At the present time there is no assurance that the planning that is done will be implemented. I think that is the essential question.

Chairman PERKINS. Stan, let me ask you this. In about 42 States the State board for vocational education is the State board for elementary and secondary education. So if you try to expand the membership of the State board of vocational education to include higher education you would make States create a new board for vocational education instead of using the elementary and secondary education board. That is correct, isn't it?

Mr. MCFARLAND. I think so, Mr. Chairman.

Chairman PERKINS. I just thought I would ask you that question.

Mr. MCFARLAND. I think some better planning at the State level would in essence get better "bang for the buck." I am not talking about just the Federal money. I am talking about the State and local money. We are talking about several levels of vocational education within the State.

From our research and from what we hear from our members, one of their big problems is that we are not getting the "bang for the buck" and now we are not doing the job in coordinating particularly these three areas and in many cases there is a great deal of competition and conflicts.

I think the question is not a matter of a set-aside for postsecondary education. I think it is a question of involving postsecondary education and manpower on a planning basis in the State and therefore on the basis of its needs, of its concern, so that it can plan a better program.

Chairman PERKINS. Did you want to say something?

Mr. DUNGAN. I just want to second the NEA's representative's comments on that, Mr. Perkins, because indeed—again I am now speaking as a State government official and reflecting for example the views of our labor commissioner. He should definitely be involved. He is the one involved in economic development. They have a stake not only in Federal and State vocational monies but also CETA. It is not exclusively the preserve of the schools or the colleges or CETA or anybody else. It is all one ball of wax. The quicker we get all of those folks sitting down and planning some of these programs in terms of the objective, which I think is job training, the better off we are going to be.

Chairman PERKINS. Go ahead.

Dr. HANSON. I would just like to go on record supporting what Stan has said. I think he has hit the crux of the issue. It is the effectiveness of that State form that we are talking about and the dialog that it can present so that vocational education does work effectively.

Dr. TIRRELL. Mr. Chairman, I think if, (1) the responsibilities of this planning commission and, (2) the broad representation are called for, then I can see at least four alternatives that could be used. In some States they might meet it with their State board of education. In some other States they might choose their State board for vocational education. I guess it is even conceivable that the 1202 commission that we have in 47 States might meet it. Or in their wisdom they might choose to create a new commission. That would be my comment.

Chairman PERKINS. Go ahead.

Mr. CATTELL. Mr. Chairman, if I understand your question correctly, you are concerned about the composition of the new board or the board. I think our members would suggest that perhaps the State board, governing board, not be a simple reconstitution or providing for new members on existing State boards. We think the Federal law should mandate what the Congress thinks should happen. But not the structure or how that board would be produced. The law should concern itself with the objectives of the board, the policy, planning, allocation of funds, and delegation perhaps. Those views should be considered in the planning and policy. But I think the States should comply according to their own needs and circumstances.

Chairman PERKINS. Let me make this statement and then open a question to all of you. We had some hearings in Lexington the other day. Several of us were down there; we had organized labor before our committee; we had the manpower people. We found out that in certain areas there had not been the desirable cooperation with labor, management, and other groups that were essential to bring about some needed programs. I think that is true.

But I want to ask you all this question and see if we can agree on this aspect of it. I think we have all agreed that we need better planning and that we should try not to make the States change their laws.

But do you think we can achieve better planning with broad participation by mandating from the Federal level that the States include in their concept of vocational education better planning and broader participation, while leaving it to the States to determine how to achieve that, in accordance with their own State legislative enactments? In other words, we agree to leave it up to the States in their own laws to implement what we mandate.

Dr. TIRRELL. Mr. Chairman, as I think Dr. Dungan pointed out, 40 of the States now have arrangements because the Federal law mandated it some years ago. I, for one, certainly didn't agree that some new Federal mandates might cause some States to change one or other or create a new board. I am sorry if I gave the impression that we might not cause some change because I think many of them got there currently to qualify for Federal funds under this program.

Chairman Perkins. Mr. Quie?

Mr. Quie. Thank you, Mr. Chairman.

First I would like to know if you think that the State advisory councils are working acceptably now for vocational education, Lowell?

Mr. Burkett. I think from the inputs we have had they have helped to improve the administration. They have given some recognition of vocational education. I think these have been very helpful. In some cases they have not been.

Mr. Quie. What have been the problems where they haven't been effective?

Mr. Burkett. I think some of the advisory councils have not recognized their function as spelled out in the law and have gotten involved in administration programs rather than advisory. I think that has been the chief problem.

Mr. Quie. In the planning for postsecondary vocational education do you think they could provide the role that is addressed in the bill that is being proposed? What is the title you use on that?

Mr. Steinhilber. The planning commission we are talking about?

Mr. Quie. Yes; Stan, you have got a copy of the bill before you, don't you—the Senate bill? What does it go by?

Mr. McFarland. 2657.

Mr. Quie. The consortiums bill?

Mr. Tirrell. Senator Pell's.

Mr. Quie. Senator Pell's.

Mr. McFarland. On the Senate side we are working on the Pell bill. There have been several changes in terms of that function.

Mr. Quie. The amendment says September 30. It has a list of the various organizations.

Mr. McFarland. That is early on.

Mr. Quie. That is early on. What have you got now? What does that planning council look like now?

Mr. McFarland. I will call on my consultant here, Mr. Richard Smith to answer the question for us in detail.

Mr. Quie. Yes?

Mr. Smith. After that document was given to the Senate the subcommittee issued a new print. Many of the changes in that bill were suggested by that document. So now they are working on the second subcommittee draft.

Mr. Quie. I have got one here that says February 13, 1976, committee print. Would that be it?

Mr. Smith. Yes.

Mr. Quie. My question is on the planning functions that are laid out in that print. Do you think the State advisory councils could fill that role?

Mr. Burkett. I think the functions would have to be spelled out. I don't know how you would enforce his through the State advisory council unless this would be a responsibility of the Commissioner, to have some responsibilities over the councils. I don't know how this would work. But this would be the problem.

Mr. **Quie.** What I mean is, could the State advisory council serve as that commission?

Mr. **Burkett.** I think they could serve as advisers to the State board in terms of what programs are needed and things of this sort. They would lose their advisory function when they got into a planning function. I think you might have people on there who might not be of too much value in the planning aspect.

Mr. **Quie.** A similar commission did this in title X of the Higher Education Act, a 1202 commission. What is your view of their being able to set that up?

Mr. **Burkett.** I think Congress was very wise in setting that up. The problem is it has never been administered according to the way Congress proposed it in the States. Those 1202 commissions have not really been representative of the groups. I think they had a situation where in many States that designated existing higher education bodies and did not involve people as Congress intended.

Mr. **Quie.** May we hear from the representative of the State higher education executive officers?

Mr. **Dungan.** Mr. Quie, I think my colleague perhaps understandably is more generous in his judgment about the role of the State advisory commissions in the current picture than I think some of us would be. I happen to not only like personally but happen to respect very highly particularly the user members of our vocational advisory council.

But I think you will find as a generality in the country that the vocational advisory councils have not been effective in either the distribution of the money or in the monitoring of the activity that goes on under the administrative agency, partly because administering agencies do not provide anybody with any evidence on the whole on which you can make a judgment. So they can't have very much of an impact.

I would say in addition to that there is the resistance to the imput from the advisory council from any established educational bureaucracy. I would not confine this to the elementary and secondary boards that effectively administer this program throughout the Nation, which would be true if it were an LEA board for example.

So therefore I would say in answer to the second part of your question, probably not, unless you made the advisory council truly representative not only of the user community or the general public but also of the various educational institutions which then gets you right back to what I suggested, which is a whole new mechanism that represents everybody.

Mr. **Quie.** Let me ask this of whichever one of you wants to be spokesman for this proposal: Do you think that the planning commission that is laid out now in the proposal would replace either 1202 commissions or State vocational advisory councils or both?

Mr. **McFarland.** Speaking for the coalition, we would say probably it would replace the vocational advisory committees. I don't think necessarily it would replace the 1202's because we look upon them a administering agents.

Mr. **Quie.** Do you all agree with that?

Dr. **Mallan.** The 1202 is largely higher education. Most of us have thought of this planning commission as being secondary and higher education, as something that really cuts across lines, in a way which the 1202's do not.

Mr. QUIE. But as for the evaluation of a State advisory council, I think it has been a mixed bag and they haven't done all that well in this regard. Would that be picked up by this commission as far as you are concerned?

Dr. TIRRELL. Yes.

Mr. QUIE. Before I get to that basic concept, Gus Steinhilber, is the 75 percent still in the proposal?

Dr. STEINHILBER. In the latest Senate print. That is correct.

Mr. QUIE. That is in there.

Mr. STEINHILBER. The position of the coalition right now is a little different from that. For elementary and secondary 5 percent would be for administration; 15 percent would be for State-operated programs. This is for where you might have perhaps correctional institutions or some regional program.

Then we are saying 80 percent must be used at the local level. We also say that it could very well be that the LEA could receive some entitlement to agree to work with the State which has a regional program and that could be transferred to the regional voc. ed. center.

Mr. PETERSON. I would like to respond to that. We are dealing with a program which has been in place for many years. In many States it has been organized on a regional and an area-school basis. It does not seem to us that it would provide for a coherent program if the committee were suddenly to encourage LEA's on the basis of some entitlement and a Federal mandate to withdraw from organized school organization patterns which have been fostered by the Federal Government for these past many years.

We have no objection to a specification in the law which states that the great bulk of funds must go for operating programs to students in school. But it ought to be flexible enough to take into account that the Federal Government has fostered and supported what has been in place for many years, particularly regional and area schools.

Mr. QUIE. There is another comment.

Mr. DUNGAN. If I may just intervene, I think, Mr. Chairman and Mr. Quie, that you really have got to walk up to this one because I think the implication of what was said would be quite counter to my own philosophy, which is that you put the money where you are getting effective results, not necessarily to an institutional structure, be it an LEA, a college or anybody else that has been at the trough in some historical period.

If there is any tragedy in American education at any level it is precisely that philosophy. "You pay for what you get" it seems to me ought to be the philosophy.

Mr. QUIE. What percentage of the money passes now to local school districts? I think Gus was talking about 80 percent going for somebody other than the State.

Mr. BURKETT. I couldn't give you an accurate answer on that at the moment. But in most States moneys flow to the institutions, based on programs that they are offering. I would venture to say that in many states 95 percent goes to programs within the institutions but not to the institutions as such.

Mr. QUIE. You speak now of 80 percent to pass through to the local school districts. In the original version that I saw, consideration was given to handicapped, low income, bilingual, and ability to pay. It seemed like that was a mechanism for getting money out to the school district. The Federal Government sees to it that we have some setasides to take care of peculiar problems of some groups, but basically it is for anyone. They can be bright, white, and students that in every other way don't have any trouble.

Dr. STEINHILBER. For a few months our groups have been getting together on this on a constant basis and for 1½ years on a periodic basis. The two concepts of local entitlement have come up. The first one is quite frankly our preference. But I would have to say that while it is our association's preference because the operation of local entitlement both in this particular legislation and in the education for the handicapped act that we also recognize that there are particular problems with respect to the way moneys have been distributed up until now.

We are also trying to convince that we should not have a conflict in and among our associations. We have tried to get the chief State school officers to join the coalition.

As part of that we did agree that if there were a concept of local entitlement that that concept be determined by the State board. That would be acceptable as a fallback position.

At one time we had just used needs not related to poverty or handicap. But what is very important is the concept of local entitlement because that means a concept of planning so that school districts can be able to understand what they are going to be receiving, still within the confines of a State plan. But they will understand what they are going to be receiving so that they can adequately use the money, not a grantsmanship program at the Federal level but a grantsmanship program at the State level. That is a particular problem with us.

Mr. McFARLAND. Mr. Quie.

Mr. QUIE. Yes, Stan?

Mr. McFARLAND. I will take a little flier for a moment. I think a number of us around the table are concerned about the growing bureaucracy in the State departments of education. I remember in 1965 when a section was put in title V to strengthen State departments of education. I think they are certainly strengthened today. The cost of administration, the 5 percent of the various programs, the cumulative effect of all this money, whether it be for vocational education or elementary and secondary programs, the committee will be facing this in 1978 when ESEA comes up. It is a matter that is of concern to us and I am sure it is going to be of greater concern to the Committee possibly when ESEA comes around.

Mr. QUIE. Would you have an entitlement in title I of ESEA? We have got an entitlement in S. 6 for the handicapped. What you are suggesting is that we move somewhat towards an entitlement but not as it is in S. 6. In S. 6 you actually tell the State how they make their determination, but under title I there is some flexibility in working with these low-income figures.

S. 6 is different. You count the number of handicapped. I understand that you would leave some flexibility to the State board as to how they make their determination on the secondary school students. Is that correct?

Does that weaken or strengthen the bureaucracy at the State level?

Mr. **McFarland.** It depends on the strength of the bureaucracy at the State level.

Mr. **Peterson.** Mr. Quie, we do not have a specific entitlement for each LEA in either title I or S. 6. You have a certain population and the funds flow on the basis of students. Unless you want to entitle each LEA to a specific sum of money, in each case you would have affluent LEA's with that entitlement and you would lose the ability to deal with the problem that I think has come out of your hearings, that is how do you stimulate flow of funds to LEA's with specific fiscal needs or how do you deal with specific target populations of students with special needs. It seems to us that an LEA—it runs exactly counter to the kind of planning and targeting that you are talking about, to say nothing of the difficulty of dealing with postsecondary students, which I don't see being helped in any way by an LEA entitlement.

Mr. **Quie.** It is my understanding that the commission would first determine the mix, that is, what would go to secondary or what would go to postsecondary. Am I correct?

Mr. **McFarland.** Jack, do you want to respond?

Dr. **Tirrell.** Certainly as discussions have evolved you are correct as I understood you, Mr. Quie. The secondary is a local entitlement under some general criteria but with flexibility in the States.

Mr. **Quie.** But it will be administered by the State board of education somewhat the way the same board is doing it now.

Dr. **Tirrell.** And/or State board for vocational education. The planning commission would also have the responsibility for recommending how the postsecondary might be administered.

I think before you came in a number of postsecondary representatives did indicate that if the State board did not accept did not accept the recommendation it could appeal to the U.S. Commissioner. But that would be on the basis of community colleges, land-grant institutions and other 4-year institutions, all postsecondary, making proposals to the planning commission on how they would use the funds to serve individual citizens.

Mr. **Quie.** Would you include area vocational technical schools in that?

Dr. **Tirrell.** I know you were busy somewhere else. We talked about how the postsecondary definition must be tightened up. It is so quite frankly vague now that many things can be included in that. So to you and your staff, Charley, at least we will give you some language that tightens it up a bit, on the age levels and the grade levels. But, yes, in some instances area vocational schools well could qualify.

Mr. **Quie.** How do you handle a situation in which the community colleges, 4-year institutions, land-grant colleges and so forth are entirely engaged in postsecondary education? Some area vocational and technical schools are entirely engaged in postsecondary education. But some of them are secondary and postsecondary. They have got the State planning commission going further in administering responsibility in the postsecondary and that State board of vocational education handling the secondary money.

How do you work that mix to the area technical and vocational schools, secondary and postsecondary?

Dr. **TIRRELL.** This is probably one of the most crucial problems, as some of us in postsecondary view it. But I would hope that by the kind of language we would suggest to the committee both here and in the Senate that this could be drawn tighter and those that really have postsecondary programs and really are serving postsecondary people would be in that postsecondary fund.

The institutions really are few, sir, in our opinion, that really have secondary of any major importance and also postsecondary. In the final analysis it is always going to be difficult, particularly if the definitions are not tightened up.

Mr. **QUIE.** Who here would represent the chiefs? Lowell?

Mr. **DUNGAN.** I would like to say, Mr. Quie——

Mr. **QUIE.** Let us start with Lowell. I indicated him first.

Mr. **BURKETT.** Again I think we are talking about institutions and we are not talking about programs. I want to get back to that point.

Mr. **QUIE.** I know we are talking about institutions. The programs are going to institutions. Isn't that correct?

Mr. **BURKETT.** Yes, this is true. And I think that is what is wrong with the whole concept. I would hope that we would not talk about institutions in the legislation but we would talk about programs. If we get into institutional interests, if we get fighting among institutions rather than to fund programs to serve people, I think we are in trouble.

In regard to your question, yes, I represent the area school concept and the people in those area schools. I would have great concern as to how postsecondary people would share those funds even among the institutions at the postsecondary level because I can see that the community colleges and the postsecondary schools would have considerable amounts of problems in trying to allocate these funds. So this would be a State problem at that level.

Mr. **QUIE.** Ray, how do you react to it?

Mr. **PETERSON.** Mr. Quie, you are aware of a problem in your own State.

Mr. **QUIE.** That is what I am thinking of.

Mr. **PETERSON.** By changing the definition—I am not trying to stand on the status quo or historic tradition. I am only talking about the integrity, the coherence, of administering a program. The Federal Government has some responsibility to maintain coherent programs. In your State a change in definition would produce absolute chaos.

In a State like Colorado where there is a different kind of administrative setup with a separate vocational education board, but some secondary programs in vocational education being run in isolated institutions of postsecondary education, to cause a change in a State like that would produce a tremendous upheaval in funding and administration and problems for that State legislature.

What we were saying while you were out, Mr. Quie, is that here there is a need for additional funds for these programs in postsecondary institutions. We should deal with that need through an expanded authorization or tying authorizations to mandatory appropriations or some way which allows the States enough flexibility to meet the needs of those kids in secondary school who are never going to see the inside of a postsecondary institution.

Mr. QUIE. Yes, Stan?

Mr. MCFARLAND. I recognize the problem you raise as a crucial problem. We have not been able to deal with it. Take Minnesota. There shouldn't be competition between the area vocational schools and the postsecondary and whatever mechanism, even if it is only to allow the State to make a decision what they are.

Mr. QUIE. I recognize that.

Chairman PERKINS. All throughout Kentucky, especially eastern Kentucky, we have the area schools, the so-called satellite schools. They are both secondary and postsecondary for all intents and purposes. We have hundreds of youngsters that graduate from high school that go into these area vocational schools; 98 percent of them when they get through have jobs. They have been exposed to it while they were in high school at their local vocational schools and go on ahead and complete their courses at the area school. So that is postsecondary as well.

I am just wondering. In my State we spend about $6 locally for every $1 Federal. In this area where we have these vocational schools we have some excellent community colleges. I went to Kenning Creek Community Center. Lees College, a private college, has a vocational school. They train the high school graduates. This is going to be a crucial problem. In my area practically all of the funding presently is going to these area schools and their satellites.

It is true enough that the technical and junior colleges and the higher educational groups perhaps should have some of this money for business courses and for some training programs that they presently do not have. But all junior colleges—and I want all of you to listen to this—are not equipped with the equipment to do this job. It is going to take some time.

We don't want to have junior colleges and area schools in the same community competing against each other. What we want to do is to get quality programs to train students. That is why I think we are going to have to have a flexible formula. I say flexible for the time being at least until we get better funding.

Congressman Quie?

Mr. QUIE. I am asking these questions to explore the complexities. I know you covered some of these points before I came in. We aren't doing an adequate job of planning right now. That is what you people want to get at. I feel myself that what the colleges and universities and community colleges have available is not adequately utilized by vocational education.

I think the people in vocational education themselves believe they have fully utilized these resources. But I don't think they have a broad enough outlook. I think there is nothing that would be more advantageous to a poet than to be a welder. I am not saying that you have to teach poetry only at one institution and not another and never the two meet.

By the same token I find the same thing is true between vocational education and manpower. Here the shoe is on another foot. I feel that manpower is overlooking what would be a tremendous opportunity to work with vocational education.

I think we need better planning so we better meet the needs of these young people, because it is the young people who need training and not the institutions or the programs or anybody who is working there.

Mr. BURKETT. I think you have to plan on the basis of people who need to be served. So many programs are being funded today with State and local funds that are supposed to be vocational education that are not vocational education. That is the problem.

I concur with the gentleman beside me that we need to evaluate the programs. There will have to be some mechanism built into the legislation that would call for an evaluation in terms of placement and followup and success of students on the job.

If we look at the needs of people and the labor market needs and the capabilities of institutions to carry these out you have to put all the agencies at the State level together in some sort of planning mechanism.

Mr. QUIE. Stan?

Mr. MCFARLAND. I would just like to say that I agree. But I think there is another piece missing here in terms of planning. That is having adequate information and data about what the manpower needs are, from a State level to a regional level to a local level. Many programs, whether they be manpower or postsecondary or elementary-secondary, just go on and on because there is a program.

We don't have adequate data on a basis that would be timely. We look to the Federal Government for this. I don't think there is proper information to enable everyone to make decisions about programs.

Dr. MALLAN. Mr. Quie, just to repeat the new idea that some of the members of the coalition were trying to introduce today, when you talk about planning in general, some of us are proposing a new mechanism, a new State planning commission with some kind of Federal oversight where necessary because we don't feel that the existing mechanisms, whether on the State board or the State advisory committee or, I might add, the national advisory committee, have succeeded in bringing about the kind of planning and evaluation.

Mr. QUIE. Are you going back to the drawing board again?

Dr. MALLAN. Are we going back to the drawing board?

Mr. QUIE. Yes.

Dr. MALLAN. I guess it depends on how we evaluate your evaluation of us today.

Mr. QUIE. If you would sit down with Lowell and everybody would be included, I for one would think it would be well worth your while to go back to the drawing board again, because I think you are right that we aren't doing adequate planning now. If we can put in a mechanism to permit people to do better planning out there in the States I think they will be well served.

Dr. **Mallan**. The coalition is in a negotiating stance.

Mr. **Dungan**. I might say, Mr. Quie, with regard to your concern about administration, it is not a major problem. If you trust a broad-based planning agency with responsibility for making a judgment as to what needs need to be served then it seems to me that that same agency could use its own best judgment with Federal flexibility built into the law to decide who is appropriate under a particular group of circumstances to administer it.

For example, I agree completely with Mr. Perkins about the necessity to coordinate the voc. tech. instrument at the county level and the community college. If the voc. tech. instrument is doing the job the community college ought not be permitted to do it and vice versa. The State planning agency can make that decision equity if it is broadly representative in this case of both the community colleges and the technical institutes.

Dr. **Tirrell**. Can I add one last thing?

Mr. **Quie**. No. Mr. Lehman has to get to the floor.

Mr. **Lehman**. I thank the gentleman from Minnesota. I do have a 1-minute speech I have to get to the floor for. I will be back. I have a luncheon appointment. I just want to make the comment that what we are really talking to—the bottom line of all this—is really availability of money.

I have an idea that I have broached before. I don't want you to answer me now. But if any of you would care to meet with me, then I would like to pursue this subject with you, because as of now I have not been able to get from the Office of Education what portion of our vocational funds is being channeled to the home economics courses that could be used at the secondary or postsecondary levels.

I personally think that Dade County has one of the best school systems in the country if not the best. Their vocational education system is better. Their home economics system is better. But when I think in terms of using vocational money for home economics in these days and times—and I might just mention a few of the courses.

One is called "Entertaining Flair."

Another is called "Outdoor Cookery."

Another is called "Girl Talk." That is even a violation of title IX.

Another is called "Marriage Day."

Then it skips over to "Parenthood.' It seems they left out one course.

What I am trying to say—I have got your attention now—is that I would like for you to help me and my staff and to put this money somewhere else. I am not trying to cut down on home economics. We do need them. But we don't need them out of vocational money. We need the money to put these people into the kinds of skills that will enable them to make a living because almost one-fourth of our children in the metropolitan areas now have one parent now and that parent has to work for a living.

I yield back the balance of my time. I wish I had time to make a longer speech in terms of some of the grants and contracts and some of the other things we are spending money on. But I hope to get back this afternoon to spend some time with you today. Thank you.

Chairman **Perkins**. Mr. Goodling?

Mr. **Goodling**. I have some questions and perhaps several observations. I think as a committee and as a Congress we surely should resist allowing any vocational education organizations to vie for the Commissioner's eye, ear, and favor. I think that would set back vocational education 100 years.

On the other hand, since we are sending out the money we have the right to write into the legislation that there will be a planning commission, that the planning commission will be made up of such and such people representing certain areas, but not certain people. The administrative unit in the State will carry out what that planning commission says. I think we have that right, probably that responsibility.

But I think we would make a mistake if we ever tried to get into the business of trying to get two organizations pleading with the Commissioner to determine that their program is the right direction.

We talk a lot about money. That is all-important. But we must also be very concerned about the misuse of the billions of dollars in vocational education already that the Federal Government has sent out into the field.

As a school administrator I used to be called to Thursday morning meetings of chief school administrators. We were told, "You have until next Thursday to submit your plan, what you are going to do with this money we are going to get from the Federal Government in this area of vocational education." If you did the smart thing you said we would just turn it over to the vocational technical school. Otherwise there just was no planning.

I realize the Congress is at fault with late funding and you cannot normally assume that you are going to get the same amount of money or a 10 percent increase or decrease and plan in that manner so you are not caught with 1 week's notice.

There is a problem in my estimation and part of it has been in this area. I think we can plan ahead better on funding to some extent.

Dr. **Steinhilber**. There is a particular problem with which we are wrestling now with respect to a program that is near and dear to everyone on this committee and that is title I. Even with the entitlement language which we have, what took place in the last couple of years is a combination of recissions and deferrals regarding the carrying over of money, a change in the formula and the way it is administered.

School districts all over the country have gotten nervous and indeed conservative because they have not really been able to do that kind of planning.

The data are already starting to come out that anywhere from $500 to $800 million is not being used in any particular fiscal year. I would urge that Congress do something and one of the things to do is to cut down that 45 days on the question of recissions and deferrals down to 15 days so that the time is not spread out while Congress is not in session to 3 or 4 or 5 months while we are left in abeyance. That kind of problem exists not only in this program but it exists in others.

Mr. **Goodling**. I agree. I stated that this is one of the problems. No question about it. But shouldn't there be more advance planning, assuming those three possibilities back in the State?

Dr. **Steinhilber**. There is no question in my mind that we have to do a better job of planning. One of the things that has exacerbated the problem in vocational education planning is the fact that vocational education is a grant application program. It is very much a grantsmanship program.

I can speak to a number of counties around Washington, D.C. These are viewed as State programs, not Federal programs, which raises another question. It is difficult to do advance planning here when you are always in the grantsmanship competition for funds.

Mr. **Goodling**. We do have the problem of duplicating equipment and facilities. You people have to get together and do a better job of planning how you are going to use the facilities and equipment, et cetera. I guess this is why you are sitting here today. There has been too much of this business of competing. I think the public is becoming very concerned about the misuse or abuse as far as duplicative efforts.

I think we ought to be careful when you get to this question of saying "we need more and more general education before we get into this business of vocational education." The want ads today, page after page after page, don't need more general education. Who is going to fill those jobs in the future?

I am not sure the general education back in my day didn't have a lot of merit. In the 1960's we were going to make everybody a scientist and a mathematician and that was the greatest mistake, I suppose, we made.

I think we have to be careful that we serve the people most of all and not our own self interest.

Another thing that should be stressed in vocational education is that the greatest system in the world is the free enterprise competitive system. The lousiest job of testing what is done in the United States of America, is done by teachers who don't know what it is in the first place because by and large we all went through college and went out teaching without any experience.

If we could use those wasted programs that we now have where teachers have to take 24 hours of nonsense—I took 90—if we could gear that into not only vocational training but on-the-job experience, those teachers would come back and do a far better job of telling their students what the real world is all about.

It seems to me that this committee should look into getting something funded in that direction because the only teachers in my opinion at the present time who really do a decent job of teaching what our system is all about are probably those vocational education teachers who teach the shop work et cetera and who have been out in industry and have been in management and so on.

That is another area that you postsecondary people can be exploring. It is a real concern of mine that our system that has helped to make us as great as it is is poorly taught because they don't know what it is all about. Those are the observations I would make.

Chairman **Perkins**. Before we get back to Mr. Quie I want to say one thing. You cannot sit in Washington and do this job. We have got to get out in the district. You will find that in my district of eastern Kentucky the local school boards are putting a great deal of money into the vocational education programs, and I mean all of them in every county down there. They are all trying to pull themselves up by their own bootstraps.

There has been some money wasted, of course. I am going to visit an area school at Hazard, Ky. at 3 p.m. I can't be there at the graduation of the practical nursing class a week from tomorrow. Lexington and Louisville are trying to hire all of those practical nurses. We are getting 80 to 85 percent who stay right in the area.

If we earmark a certain amount of money for the junior colleges for the inner cities we are going to take that money away from these areas schools. There is no doubt in my mind but that we have got to have a flexible formula here. What is good for Minnesota may not be good for Kentucky without specifying any percentage or anything else.

Maybe down the road it may be all right to put a percentage in. But at this time we ought to wait until the State legislatures can come along and say that we ought to do something for postsecondary and do more than we do now. We don't want to rob Peter here to pay Paul, and get no results. So this is something that we have all got to think about in writing this legislation.

We ought to take a carload of two or three of your representatives to different sections of the country and maybe see how much the area schools are overlapping with postsecondary.

There are youngsters in my area who have been exposed to certain trades, mechanics, electronics. They don't go to college. They go right on to the area vocational school. You have these dropouts in the 9th and 10th grades. They are not going back to school. When they drop out they go to these vocational schools, these area schools.

It is a big problem to write a formula here to do any earmarking until we get greater funding from some source, somewhere.

Yes, Stan?

Mr. **McFarland**. Some of us have been around the committee a long time. So we wrote in a hold-harmless provision.

Dr. **Tirrell**. Mr. Chairman, the coalition is not talking about taking money away from secondary programs or from area vocational schools but by this working together and planning together. As Stan just said, in our earlier draft we are willing to have a hold harmless clause so we don't take away from current programs. But as new funds become available, maybe allocate to different programs.

While I have got the floor, let me just say to you that the American Vocational Association and the Community Colleges Association by official action of both their boards have a joint proposal now I think regardless of how this legislation goes to work together the next couple of years to try to promote this kind of cooperation across the country.

Chairman **Perkins**. Mr. Quie?

Mr. **Quie**. I would ask Lowell if there is a breakdown anywhere of the Federal and State funds that go to secondary as differentiated from the state and local.

Mr. **Burkett**. I think there are. I think the Office of Education has that figure. I don't have it.

Mr. QUIE. Rather than ask more questions I just want to give you my feelings on this whole business of planning. Right now we have a 15-percent total amount of money and 25-percent new money set aside for postsecondary. I don't think the Federal Government has to tell you in the States how much money ought to go for secondary programs and how much ought to go for postsecondary. You ought to have brains enough to figure it out. I know one thing. We don't have brains enough to figure it out here. Therefore, we ought to get out of that business.

Second, the States are matching something like 6 to 1. The States are funding elementary and secondary school vocational education programs. They are trying to figure out right now how to get that money to the local school district. I don't say that we have to write in an entitlement to local school districts. They are already in that business themselves.

The only thing I would like to do is to require the States to have some more responsibility for what money they hang onto for themselves with what I call self-policing like they did in S. 6. They have proven they can take care of that. The money would be used the way the States see that they can meet their needs the best.

The other question would be how we do that planning best. But I will wait on some of your ideas.

Thank you, Mr. Chairman.

Chairman PERKINS. Do you have any further questions?

Let me ask you if we can agree on one commission broadly representative of the various groups vocational education is to serve in America, including representatives of higher education, of the technical schools as they are constituted presently, of the area schools, the high schools and even elementary schools, and of labor and manpower.

Is there any reason why we should not agree on just one board to do this business? Do you agree with me on that?

Mr. DUNGAN Absolutely.

Chairman PERKINS. What about you, Stan?

Mr. MCFARLAND. As far as it goes, yes, sir.

Chairman PERKINS. What about you?

Dr. MALLAN. Mr. Chairman, what I would ask about is what board are you talking about?

Chairman PERKINS. I am talking about a board with broad representation of all the people that are involved to make vocational education programs better in America. The State boards as presently constituted for vocational education plus representatives of manpower, technical schools, higher education, labor and management. Those groups make it more job-oriented and make sure that we spend the money more efficiently through better planning. That is the board I am talking about.

Dr. MALLAN. Are you suggesting that you would keep the existing vocational education board but by Federal law you would add additional members to it?

Chairman PERKINS. I am talking about an administering board.

Dr. MALLAN. But the Federal law would add members to the existing boards?

Chairman Perkins. The planning should include elementary and secondary and manpower and labor and higher education.

Dr. Mallan. Perhaps I don't understand you, sir. I thought you said at first you wanted one board. You didn't want the present state board plus a planning commission. You want one board.

Chairman Perkins. One board to make decisions, yes.

Dr. Mallan. But the Federal law would add certain members to that board. Is that what you are suggesting?

Chairman Perkins. That is correct.

Dr. Mallan. That is something—I can't speak for Stan—that we would want to consider seriously.

Chairman Perkins. One board and make it representative of the various interested parties, Al?

Mr. Quie. I think we ought to have a single State agency as we did in title 10B to make sure that each of those who had a part of the action had a voice in it. Otherwise you are going to have people fighting with each other.

Chairman Perkins. Couldn't we make it just more broadly representative?

Mr. Quie. I have got problems with telling the State how to run its board. As I recall what we did in 10B was to require a signoff of those agencies that have some related responsibility.

Chairman Perkins. I don't want to tell the States either how to run their boards. They know more about it than we do.

Mr. Quie. What they do in Minnesota is to wear two hats.

Dr. Mallan. Mr. Quie, I am pressing this question because it is fairly critical. Would you add by Federal law to the State board people representing higher education for the purposes of administering the Vocational Education Act? Would you give them voting membership on the present State board in Minnesota for this purpose? That is really what I am asking, I guess.

Mr. Quie. They have that in New York. But they don't have it in Minnesota. I would hate to tell Minnesota they had to do that—to have a broader planning board and then have the State board administer the plan.

Dr. Mallan. That is what we proposed. Senator Pell proposed that there be totally different State boards. That led to some opposition. We are suggesting a planning commission as an alternative.

Mr. Dungan. Mr. Quie, I find objectionable personally—and I am sure my colleagues would—separating the planning from the operational and evaluation part of the action. As I understand what we have just been talking about, what you are doing is saying that you reconstitute a broadly-based planning agency that then passes its plan on to the State administering board, the existing board of vocational education.

Presumably the administering board doesn't have to give any more heed to the planning board's document than they currently give to the advisory committees on vocational education.

Mr. Quie. I don't agree with that.

Mr. Dungan. That they would not, you mean?

Mr. Quie. I think they would have a different relationship. They would take it into consideration. To me that is different. When the other agencies that have a part in the action take part in this planning, the administration is still within the State board of those States. To me here, the other agencies would assist the State board in their planning and the State board would then administer that plan which they had all had a part in formulating.

Mr. Dungan. So what you are really saying is that the administering board, the current board of vocational education, would take the plan and implement it.

Mr. Quie. They would have these other agencies helping with the planning.

Dr. Mallan. Mr. Quie, would you make it mandatory that the existing State board carry out the State plan as developed by the State planning board?

Mr. Quie. That is the way it operates. The plan that was developed by the State planning board is carried out by the State when it is finally approved by the commissioners.

Dr. Mallan. The question came up somewhat earlier between Mr. Goodling and Mr. Perkins, this second Pell draft, if there was a difference between what the State board wanted to do and what the State planning commission wanted to do, either could appeal to the Commissioner. There is some opposition to the idea of involving the Commissioner of Education in this matter beyond a very perfunctory signoff.

I think the question we are wrestling with is how you would mandate, implement, that State plan. Would you make it mandatory that the State board do whatever the State planning commission said? Or how would it be implemented?

We suggested an appeals procedure to USOE with all the problems that we admit that that would pose.

Mr. Quie. It would seem to me that when the plan is accepted by the U.S. Commissioner that they must follow it. Otherwise they aren't going to get the Federal funds.

Dr. Mallan. That has been a pretty perfunctory process in the past. If you put teeth in it then obviously you might raise delay problems et cetera.

Mr. McFarland. In terms of the State plan, the actual plan that would implement the program, we made a distinction that there be an overall plan but the meat would be put on the bones and then developed into a State plan.

We didn't mean I think in terms of what we were proposing that the State planning commission would draw the State plan per se with all the programmatic items.

Mr. Quie. How far have you suggested we go on the State planning?

Chairman Perkins. Let us recess until 1:30. Then we will come back.

Mr. Quie. If I may take a moment here?

Chairman Perkins. You go ahead.

Mr. Quie. Stan, on the bottom of page 423 of the compilation, section 1056, it mentions these agencies that should be the ones that carry out these planning activities. That is the way we have it there.

Then it says the Commissioner shall not approve any application for a grant unless he is reasonably satisfied that the planning as described in the section has been carried out.

Mr. **McFarland.** You would only have about six States that have them all under one agency. So the others would have a variation. They might be dealing with a vocational board that is a board unto itself or it is the State board and whatever agency there might be for postsecondary.

[Whereupon, at 12:28 p.m. the subcommittee recessed, to reconvene at 1:30 p.m. the same day.]

AFTER RECESS

[The Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor reconvened at 1:30 p.m., Hon. Carl D. Perkins, chairman of the subcommittee, presiding.]

Chairman **Perkins.** Let me ask you, lady and gentlemen, this question. You have got 42 States in the country where elementary and secondary boards administer the vocational education program. Is that right?

Mr. **Burkett.** Something close to that.

Chairman **Perkins.** I am just thinking out loud. How are we going to put—and you people agree to it—to run the boards to encompass the representation that we have discussed here today?

I know one of those 42 boards is within my own State. We have a higher education board down there. The higher education board members fight among themselves all the time. They have got one of the best doctors in the country administering that board, I think. But all the small universities argue that all the big metropolitan areas take the money, the two big universities within the State. So they are at each other's throats all the time.

For that reason I really feel it is better to broaden this board to encompass the representative folks we discussed here today. Of course if I read Al correctly—I don't know that I read him correctly a while ago—he would prefer to give the States authority to do it.

What I would like to see is the single board—it may take some time to work into it—encompass broader representation and do this job.

Stan?

Mr. **McFarland.** Talking about the other body, that is what the Pell bill started to do, is to effect Federal intervention to come in to see that the state board would be a new board.

Chairman **Perkins.** It would be a new board? It would be additions to the present board. The board as it is presently constituted.

Mr. **McFarland.** But that is set up under state law. The opposition to that—we found that people were going bananas over that example of Federal control and intervention.

Mr. **Sheinhilber.** If I might, Mr. Chairman, the one thing that I promised the NASBE, the State board people, was to make sure that their comments with respect to this were made. They feel very strongly that the Federal Government should not move in and change the political structure within any one particular state.

Chairman **PERKINS.** I don't see any reason why we shouldn't. But let us stay away from that then. If we don't do that it seems to me we have to say we are leaving it up to the boards within their own States to make the additions and encompass the things we are talking about.

Would we mandate that this planning commission have the final authority in making allocations or leave it up to the board to make the final allocations? I would think we would run into real trouble if we let the planning commissions make the final allocations.

Dr. **STEINHILBER.** We were saying the reconstituted State board would make the final allocations as far as elementary and secondary education is concerned.

Chairman **PERKINS.** If we had funding I wouldn't worry about this.

Dr. **STEINHILBER.** That where it has funding authority the planning commission would decide how much would be used for postsecondary and how much would be used for elementary and secondary.

Mr. **MCFARLAND.** It could be 5 percent or 20 percent.

Chairman **PERKINS.** There would be no objection on my part if we had the funding. I would like to see a percentage earmarked for higher education, absolutely. I mean for postsecondary.

Mr. **MCFARLAND.** One thing that the planning commission does is that it doesn't interfere with the legally constituted bodies in terms of program administration. It would be broadly representative of the kinds of things we talked about, the people, groups we talked about and so forth.

Chairman **PERKINS.** Let me use an analogy to illustrate my objection to that. Every President since I have been here has had different ideas about programs. Here came Kennedy. He was well satisfied with the accelerated public works provision. Johnson was next, and I went down there and begged him not to change it to the Economic Development Administration, in order to get his imprint on it. That just had the effect of delaying us in these heavy unemployment areas a year to 18 months. I just begged him. I told him we were going to get bogged down. Finally it got functioning. Then comes another Administration and they want to get their imprint on something, the Nixon Administration.

Every Administration doesn't want to take the good that the other previous Administrations had and go from there.

That is the way I see this. If we give new authority, with a new planning commission to make the allocations, they will have altogether different ideas about the good ongoing programs, and they will upset them innocently, without knowing what they are doing, just to be making their mark or getting some publicity or something like that.

I just doubt whether we ought to give them the final say-so. I think it may be all right to give them 50–50. And then let the duly appointed Commissioner or the duly elected Commissioner in the State maybe break the tie when they disagree. But to come along and give them all of that authority and upset the good that the other people are doing because they don't know and have not got that experience may be a mistake.

I think we would slow and handicap the process to a great degree. I am just thinking as a country boy. Myself, as a youngster, I did the finishing work on the old high school building there. I mixed my own concrete and did what we call the pointing work on the bluestone masonry on July 4th 1930. I just thought I would work that day. I took my hammer and set my own chalk lines.

But you learn so much as a youngster. You are going to have a lot of sophisticated people on these commissions. They have just not been down in these creeks and hollows. I always refer back to that.

We are going to destroy so much good unless we have some kind of Commissioner of Education or somebody when there is a disagreement among the allocations, something along that line.

I think if we set up a new planning commission representative of everybody we have talked to and give them the final say-so on allocations we will set back programs across the Nation for a period of time. They will eventually be better. But I believe we can add on to what we have got and make it better from the start.

Dr. **Steinhilber.** This was one of our concerns and why we put the save-harmless in the first time. These are evolutionary shifts. There is not going to be anything revolutionary about them.

Mr. **Burkett.** I think we have seen a shift since 1968. Following up on what you are saying, I think we see that evolutionary shift because the moneys awarded to the postsecondary programs before 1968 was negligible. It is increasing every year. It isn't fast enough in some places.

To force the States to put the money where you want it to go would be a revolutionary planning process.

Dr. **Tirrell.** Mr. Chairman, I don't think what you are saying is inconsistent. There should be some people from agriculture on that planning commission. I would think that over the years as they got educated—and, as we say, there would be a hold-harmless provision in some of our early drafts—that some of the representatives of labor and postsecondary and agriculture if they couldn't take a case, I can't see just giving funds to them or have them have the final dispersal or recommendation.

Our current position is to keep the State board but make it a broadly representative group and have them think through and plan for the future.

This morning I thought you were trying to broaden the State board for vocational education. I think so many States feel they have something in place now.

Chairman **Perkins.** That is what I understood, talking to my counsel here. I have gotten a lot of calls. I refer them to Jack Jennings. But they still say they want to talk to me about this. I get an awful lot of calls along the same lines, that they don't want these boards as duly constituted torn up. I don't hesitate to tell them that we have to broaden these boards to make them more representative of different groups.

But how are we going to do that? Leave it up to the States if we don't want to mandate it at the Federal level? Or put a time limit on it in the bill?

Mr. **McFarland.** What we are talking about is a mechanism to do certain things and for the States to do a lot more than they are doing now. If they don't do it then there is only one way to enforce it. That is no money.

Dr. **Steinhilber.** There is a question here that relates to your comment about disrupting State boards. I have a feeling that we are getting two pieces of information here. The National Association of State Boards did meet last week with the chief State school officers for 3 days. They did endorse a separate planning commission as long as two things happen. One is the State board is not tampered with in terms of its membership and, two, as long as the law would do away with the advisory committees.

My problem is I am not quite sure which message you are hearing because that was the message they gave to us in a press release Wednesday.

Chairman **Perkins.** I didn't know anything about the understanding between the two groups.

Mr. **Jennings.** They didn't send us any notice of any position that they had adopted. In fact, I just saw an "Education Daily" 20 minutes ago. That is the first I have heard of it.

Dr. **Steinhilber.** I will make sure they send it to you.

Chairman **Perkins.** They wanted to make sure we did away with advisory boards if we adopted the planning commission. Is that right? And not touch the boards as presently constituted. That was the resolution that your group adopted?

Dr. **Steinhilber.** Not mine. The announcement they gave to us, the National Association of State Boards, serving as a reporter of information.

Mr. **Radcliffe.** May I ask a question on the record, Mr. Chairman?

Chairman **Perkins.** You represent Al Quie and the Republican members. How do you think they would feel about this thing?

Mr. **Radcliffe.** I don't think they have seen it either.

What I am asking is, Gus, don't they realize that the State advisory councils do not have a planning function? Don't they make a distinction between a planning function that is part of the administration of the program and a purely advisory role that is meant to involve a cross-section of interested people?

Dr. **Steinhilber.** I can't answer that. But all I am doing is reporting what they told me both in writing and over the phone. They are located in Denver. Quite often local school members become members of the State board. Therefore, there is a relationship. I can't go into any more detail.

Mr. **Radcliffe.** Thank you.

Chairman **Perkins.** I surmise from talking with representatives of the United Mine Workers that they feel that they, and labor in generally have been ignored, from the standpoint of cooperation with vocational education.

I just wonder about doing away with the advisory councils—I don't see how an advisory council is going to do any harm to anyone. They merely advise that they should be representative. Of course we taken the stand in the new legislation that they should be representative of all the groups involved in getting vocational education to carry out our wishes and desires.

Dr. **Tirrell.** Mr. Chairman, I read that two-volume series you put out on the advisory—Jack is smiling. I may be the only one in town who read it. But I guarantee I did.

Certainly our organization and the coalition are not recommending doing away with those advisory committees. I am sure they could be better.

Chairman **Perkins.** I am sure they could too.

Dr. **Steinhilber.** Certainly our organization does not feel this way. I felt an obligation to report from another organization. We are not making the recommendation along this line.

Chairman **Perkins.** What do you think your side would feel about this?

Mr. **Radcliffe.** I think they would strongly support State advisory councils and doing whatever is needed, Mr. Chairman, to strengthen them because I think they feel that is one of the devices that you put into the 1968 amendments to promote change and involve labor and management and the general public, and to monitor what is happening.

Chairman **Perkins.** One of the things we had trouble with at the outset down in Kentucky but have gotten away from that now is the agriculture orientation. We had a witness from the University of Kentucky. He came on down there as the last witness. But he stressed degree, degree, degree, before you should be a teacher in a vocational school. I don't think his testimony impressed many members of the committee.

You have got to have all groups represented at the local level as well as at the State level to work up good programs. That is that when someone comes in and says, "We need so many mechanics, we need so many people trained for the mines, we need so many electricians and so forth and so on."

Even in my area I notice that the vocational people don't get out and surround themselves and encompass themselves in these groups. They go too much on their own sometimes.

Mr. **Burkett.** I agree with you 100 percent.

Mr. **McFarland.** To come back to the State advisory committee, if a planning committee were instituted in the law, we said they wouldn't need an advisory council. I know that too often the advisory councils are tools of whoever is running the program.

You may be able to project from data what the job needs are next year. But the important thing is to project the job needs 5 years from now because the education process takes that long to catch up with it.

Lowell, I am sure, could address himself to this better.

Chairman **Perkins.** I am sure of this.

Mr. **Burkett.** I think the advisory committees in most instances have not been tools of people who are administering vocational education. There are a few cases like that. But in general they have been the stimulus. The people are making inputs. I think in a few cases they have been adversaries to what was going on and made some changes in some States. I know there are examples. You can find examples of anything.

Chairman PERKINS. But down home even in the poor areas a girl came in here yesterday as the head of her union. She is 25 years of age, from my district, Floyd County. It was about the black lung program. Black lung is closely associated with her family. Even in eastern Kentucky we cannot put on the programs we want to put on in the area schools and the satellite schools because of the great demand. We have waiting lists down there of 13 and 1,400 people. There are many at Ashland and Hazard. It overlaps. Postsecondary and high school and dropouts and the disadvantaged. We just cannot get the money.

Sometimes there is a question of priorities. But there is no question but that the schools are doing a darn good job.

Mr. DUNGAN. Mr. Chairman, do you think that is typical all around the country? Not because you are chairman, but I happen to know my colleagues in Kentucky both in the elementary and secondary side and particularly in the postsecondary side. I think Kentucky is probably substantially ahead. But do you think that what might contain in Kentucky is typical of what is going on around the country?

Chairman PERKINS. I an not able to state except the States that I have attended. I went to Wisconsin. Most of the money there was going for postsecondary technical education, as it should be there and the same in Minnesota.

But I just don't know. These dropouts down home—and we have so many of them—they are not going back to school where they dropped out. They are going where they can get a trade and they can earn a livelihood and get away from the ordinary schooling.

Mr. DUNGAN. Mr. Chairman, what I think we have to be sure of is that the planning and administering mechanism is diverse enough so that it doesn't tilt towards any sector except that sector that is delivering the services needed in that State.

I will tell you that in my State a very substantial part of the postsecondary vocational education money is being used not for vocational education but for GED, as an example.

I would also say that there is very little evidence in any State, with the possible exception of Kentucky, that you can draw any real valid correlation between the expenditures either State or Federal money to the training and to the job placement.

That is true certainly. I would say—and again I am trying to be honest—in the collegiate sector. One of the greatest anxieties we have had is to make a connection between the dollars expended whether at the secondary or postsecondary level, and actual job placement. I think the data supports that.

So what I would plead for is a mechanism, a planning and control mechanism, operational control, which evaluates where the dollars need to be spent and then are effectively spent. That is all.

It doesn't say that more ought to go to the colleges or the universities or the vocational-technical institutions or the secondary school side. That will vary from State to State.

Chairman PERKINS. I don't see any disagreement with that.

Mr. BURKETT. I agree with that 100 percent.

Chairman PERKINS. I agree with that 100 percent because I don't think we should waste a dime of money.

Mr. **Burkett**. I would hate to see the group that does the planning do the evaluation of it.

Mr. **Dungan**. Wouldn't you say, Lowell, that good administration of any kind of a program requires that you build right into it evaluation which is open to everyone? You separate those two functions and then it seems to me——

Mr. **Burkett**. It seems to me you need somebody to evaluate the evaluators.

Mr. **Dungan**. That is not bad either. But the problem is that we don't know where those bucks are going. That is what the GAO report said.

Mr. **McFarland**. That is true not only in vocational education but in all education.

Mr. **Dungan**. Right.

Mr. **McFarland**. Elementary. Secondary. And higher.

Mr. **Dungan**. Absolutely right.

Chairman **Perkins**. Vocational education has made tremendous progress in recent years. But as you say, it is not all well by any means. As Stan says, you need further planning in the future.

But down home right now I get letters every morning from youngsters that would like to get involved in manpower programs. We get so few of those manpower programs in eastern Kentucky. These youngsters have to come 10, 20, 30, 40, 50 miles and are not involved in the manpower program. They go over and take the training themselves. They have got that much initiative and they are doing it and they are getting jobs.

But with as much money as we are spending on the manpower program, we are going to have a hearing in Louisville, Ky. We are going to see just where a lot of this money is going to.

Mr. **Dungan**. I don't know whether my colleagues would agree. But I would strongly suggest that if you would go to a broad-based representative group, including the manpower people in the States, and the CETA people, you ought to force them into the same kind of an oversight thing that I am suggesting for vocational education.

As a matter of fact the labor commissioner in my State said to me recently, "I wish you would take over because when it goes down to those local agencies I know that there is no effective training going on in terms of the job needs in the State."

I don't know whether he is right or not. But it certainly suggests to me that we may need some overall planning agency in manpower, that the artificial separations between CETA, let us say, and other manpower programs, other training programs, are indeed artificial. Maybe we now need to look at some overall State mechanisms that can judge all of them functionally.

Chairman **Perkins**. I would agree to that.

Mr. **McFarland**. Coming back to the ESEA coming up in a couple of years, I think that is going to be one of the major questions in terms of the programs there. In fact to get ready for this my organization is going to spend $1½ million next year to run some kind of evaluation of how the programs function. That evaluation from our point of view will be of classroom teachers. But we are going to do it because nobody else has any data.

Chairman **Perkins**. Let me say to you, Stan, that you are 100-percent right. I can take you down in my district and show you some excellent programs. And I can show you some rotten programs. I can take you not too many miles away from here and show you some good programs and some bad programs. I have observed and worried about it myself. But I have seen so much good work come from title I.

We have some good special education programs. And we have some where the money is just thrown into the wind. It is like having a good teacher and a bad teacher, in two different classrooms. That is about what it all amounts to.

Sometimes we try to stress only two subject matters, math and reading here on title I. But back in 1932, when I was 19 years of age, I was interested in athletics. So you have got so many arguments to spend money different ways and on different priorities that different people have in mind.

But getting back into this area of quality education programs, I wouldn't be here at this table if we had adequate funding for this program for postsecondary.

Mr. **McFarland**. I still think we would be talking about this even if we had all the money we needed. Talking about planning, coordination, that same need would exist.

Chairman **Perkins**. There may be more of this money going down the drain than I know about. But in my area we could very effectively spend three times the amount that we are presently spending very effectively.

I would hate to think that advisory committees and the people who evaluate these programs in the States and in the Office of Education would have no data when they call for evaluation. If they have got no data right now I wouldn't think they would be competent to look at programs in the future.

Mr. **Dungan**. Mr. Chairman, I am sure that with the exception of one State, Kentucky, that there is nobody around this table—including the Office of Education—who has a rational basis for saying that the dollars expended for vocational education are being spent well, with the exception of Kentucky.

Chairman **Perkins**. I don't want Kentucky excepted because there is wasted money down there.

Mr. **Dungan**. You know.

Chairman **Perkins**. I know the great shortage of funds down there in my area and the waiting list. We can't do anything about it. And people are not going on to college. These people are just trying to get into vocational schools. I am sure there are good and bad programs.

But I think what we are talking about is that the various kinds of programs be used in such a fashion as will benefit a lot more kids, regardless of their age.

There is duplication. There is lack of coordination.

Dr. **Steinhilber**. I think the best evaluation is what happens at the local level. When we consider the State and local moneys are 6 to 20 times what the Federal Government puts in, I think evaluation is there.

Mr. **McFarland.** If you look at the Federal funding, it carries a lot of the programs for vocational education.

Mr. **Dungan.** Mr. Chairman, I don't see anything in the Federal statute itself with respect to the Federal funds that imposes an obligation in an unequivocal way. If you put any credence in the GAO report at all and other evaluations of independent researchers for example, the Berkeley Center did an evaluation of certain aspects of the vocational education. Go to any State in the union and say: "Show me an evaluation—let us say in terms of people placed—of all the programs you have financed in the last year."

Incidentally, as someone said this morning, it is not peculiar to vocational education. It is universal in elementary and secondary and certainly in higher education. But we are only talking about vocational education here today.

I would say it is a closed corporation from the advisory councils and from many of the people who are producing vocational education effectively.

I say if the facts suggest that we ought to change the funding in one State or another, then we ought to do it. But only if that is the case.

Incidentally, I understand that Kentucky is thinking about doing precisely this kind of a thing, that is establishing a representation group from both the elementary and secondary and postsecondary, the user groups, the agricultural sectors and so forth.

Mr. **Jennings.** There was a study in the State legislature to coordinate the program at the postsecondary level. This was by minority members. It wasn't going anywhere.

Mr. **Dungan.** That is the way it is with minorities.

Chairman **Perkins.** How many of you feel that we should keep the advisory councils and not interfere with the functions of the State in setting up their own advisory council?

Dr. **Tirrell.** We have nothing against the advisory councils as constituted. I can see where the State School Board Association——

Chairman **Perkins.** They are too narrow.

Dr. **Tirrell.** But if a planning commission does come, it may appear to some people that they are duplicative or they are worried about spending funds on both or the like, but not doing away with them as is, but I could conceivably see that with a broader planning commission with some real responsibilities and some ways to bring some pressure.

Chairman **Perkins.** What if we expanded the function of an advisory committee? Postsecondary representatives have them on there. Make sure we have labor representatives. Make sure that we encompass all groups in planning effective vocational education programs?

Mr. **Dungan.** That is theoretically what you have today. The advisory councils are supposedly representative of the user communities and all the institutions and the education services.

Chairman **Perkins.** But you tell me that they have been selected more or less by the State agency. But we could write in the law that the higher educational authorities within the State and the postsecondary technical schools in the State should be represented on that advisory council, equitably represented.

That means that you would have a representative body, but without letting the State board select it.

Mr. **Jennings.** I know the advisory councils are appointed by the Governor except for those States which have elected State boards of education. Then they are appointed by the State board. But in most States they are appointed by the Governor.

Chairman **Perkins.** Most States they are appointed by the Governor.

Mr. **Dungan.** Mr. Chairman, if you agree that everyone who has a real interest, including the users of the training manpower, ought to be actively and independently and effectively involved in the planning and the distribution of moneys and in monitoring the operation, why is it more sensible to construct that multirepresentative group and put it in position instead of, as is the fact today, handing the decisionmaking and the operational control over to one sector of the operation?

It is the whole theory upon which the National Government works, either in the Congress or even in the executive branch.

Chairman **Perkins.** I was just thinking about these 42 States that Gus has been talking about here today. They have to be interfered with in some way before we can get broad representation for all the groups that we are trying to give a voice in these vocational education programs.

Mr. **Radcliffe.** The State advisory councils of course have no planning responsibility at all. They can only comment. They have to be consulted in the course of that planning. But they are not involved in the planning function.

I think we may be talking about two different things. The advisory council, it seems to me at least, was designed to serve a quite different function, from a very broad perspective and not just education, but from the perspective of management and labor and other interested groups and citizens in the State, to look at what was going on and to give advice about how they could do a better job in meeting the needs of that State.

It seems to me that when you involve an advisory group in an administrative function—planning is an integral part of the administration—you have really confused the roles, wouldn't you say?

Mr. **Burkett.** You have got a two-headed monster.

Mr. **Radcliffe.** I think when we are talking about planning we ought to be talking about that in terms of part of the administrative structure and maybe when we get to higher education we can mandate broad representation in planning for them because they don't often involve people outside of higher education in their planning. It might be extremely useful.

Dr. **Mallan.** Mr. Chairman, if I understand what Charley is saying, if you really want to use something like the State advisory committee you would have to reconstitute both the membership, probably the selection process and above all the powers in order to make it a planning agency.

You could represent many of the functions. The draft language in the Senate does include representatives of businesses, labor, agriculture, the general public, CETA, as well as secondary and higher education. But it is a rather different agency in terms of the types of people who select them and so on.

I used to work for the Association of Community and Junior Colleges. I was informed at that time that some States when the State advisory council picked a so-called representative of junior college education it would not necessarily be somebody who was concerned with the broad interests of junior college education as it might be defined by the State junior college agency. He might be a teacher at a junior college or somebody who was a friend of somebody at some junior college and not necessarily someone who would be an advocate of junior college interests.

Dr. **Tirrell.** I would agree with you that as currently defined in the law they don't have this function.

Chairman **Perkins.** That is what I was talking about.

Dr. **Mallan.** That is what I was talking about.

Mr. **Radcliffe.** I thought I sensed some confusion about the planning function and the role of an advisory council.

Mr. **McFarland.** We are trying to come up with something that would transcend the majority of States separate boards of administering agencies. In some cases it is vocational education and the rest are elementary, secondary and higher ed. I think six States transcend it.

Mr. **Dungan.** That is correct.

Mr. **McFarland.** What we are talking about is something that would do that kind of a job. The advisory committee would not fit that criteria. It would not transcend.

Chairman **Perkins.** Do you see any reason why it should not if we broadened the advisory council to that extent?

Mr. **McFarland.** There seems to be a lot of interest among committee members in not dictating to the States one pattern. Maybe I am wrong. But if you set up the criteria and the broad membership we have talked about all day, labor, agriculture, business and so forth and their responsibilities, a State conceivably might be able to have their state board of education qualify. Some might have the State board of voc. ed. qualify. In other States it might be by changing the composition of the State advisory council. Conceivably in some States it might be a 1202 commission. Some States might say, "Well, we want a completely new one" for various reasons.

I heard so much about not dictating to all the 50 States, "You must do it this way."

Chairman **Perkins.** Lloyd, it has been suggested that we have a planning commission to supplant and take over the functions of the board as presently administrated in vocational education within the States that are not broadly representative of postsecondary, labor and higher education and other groups.

But I have suggested that we ought to try to get a meeting of the minds without tearing up the boards of the 42 States but maybe in addition to those boards we make sure that the boards are evaluated with better planning, instead of letting a planning commission enter the picture and do the allocating.

It is my judgment that that would set us back to a great degree, just like every time we changed a program in Government. I would think there would be ways to strengthen the boards as presently constituted without taking the final decision authority and allocating funds entirely away from them.

Mr. **Meeds**. I don't know what mechanism we are going to use. But we have to make some changes because the allocation and distribution, the emphasis, has not kept pace with the changes that have taken place in vocational education.

In my own State the great growth in vocational education has been in postsecondary education and the allocation of funds.

Chairman **Perkins**. That is correct. I would think we could work out a situation here. You couldn't very well earmark it because if you did——

Mr. **Meeds**. It is not the same in all the States. I understand that.

Chairman **Perkins**. There is a flexibility.

Mr. **Meeds**. You could put in a minimum. But there has got to be a better system of allocating funds at the local level depending on that State's particular emphasis in vocational education.

Mr. **Dungan**. I think, Mr. Chairman, your suggestion may be the most sensible one, the one you made this morning, of augmenting the existing vocational boards to represent not only the differing institutions but I would also suggest—harkening to your suggestion about the advisory councils—the principal users of that manpower, they are probably in a much better position to make judgments of the efficacy of the educational programs than the institutional people who tend to support, as any institutional person does, the way he is doing things.

If you have a hardnosed employer as an operating member rather than as he is now typically an adviser I think you would have a much more effective mechanism.

Mr. **Meeds**. We just tried that out in Washington State. That sounds like our State coordinating council, doesn't it?

Chairman **Perkins**. It sure does.

Mr. **Meeds**. A much stronger component than it had been in the other ones.

Dr. **Tirrell**. But it is somewhat like we have been talking about today. I know you just came in. We were working on some of the Senate language.

Chairman **Perkins**. Stan, do you have anything further to say?

Mr. **McFarland**. No, sir.

Chairman **Perkins**. Do you have anything further to say?

Mr. **Burkett**. No; I think the issues are on the table. I think they are pretty well defined.

Chairman **Perkins**. Gus?

Dr. **Steinhilber**. I think we spent a good deal of your time. We appreciate it.

Chairman **Perkins**. We want to do the best we can.

Dr. **Tirrell**. It was very helpful.

Chairman **Perkins**. We have reached a better understanding among ourselves today, much better. I think we can all agree to that, every one of us.

Mr. **McFarland**. We want to go to the same place. We all want to get there together.

Chairman **Perkins**. I want to thank all of you.

It has been very helpful.

[Whereupon, at 2:34 p.m. the subcommittee adjourned, to reconvene at the call of the Chair.]

[Material submitted for inclusion in the record follows:]

AMERICAN FEDERATION OF TEACHERS AFL–CIO,
Washington, D.C., March 19, 1976.

Hon. CARL PERKINS,
Chairman, Committee on Education and Labor,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: The American Federation of Teachers, AFL–CIO, has long supported Federal funding for vocational education. We are, therefore, pleased that your Committee is considering legislation to extend the Vocational Education Act.

In hearings before the Subcommittee on Elementary, Secondary, and Vocational Education last week, testimony focused on planning and administration of vocational education programs within the states. While the AFT is concerned with better coordination and planning of vocational education programs, we feel that a State Planning Commission for Vocational Education, which would include among its members a representative of labor and a vocational education teacher, could provide a vehicle for better coordination. As outlined in the Senate Labor and Public Welfare Committee Print of February 13, 1976 (amendments to the Vocational Education Title of S. 2657), such a commission would have the authority to develop a comprehensive, statewide, long-range plan as well as an annual program plan for vocational education in the state. Funding would be contingent in part on whether or not the Commissioner of Education determined that the annual program plan showed progress in achieving the goals set forth in the statewide, long-range plan. We feel that such a mechanism would insure better planning and coordination of programs within the state.

The AFT has other concerns with the proposed extension of the Vocational Education Act which were not discussed at the hearing last week, however. Under current law, which would be extended by your legislation, there is no provision in the work-study section which assures that students employed under such a program will not displace persons eligible for full-time employment. Furthermore, under existing law, a waiver of Federal minimum wage requirements for work-study is possible. We feel that language should be included in the proposed legislation which assures that persons eligible for full-time employment not be displaced by work-study students, and that a waiver of Federal minimum wage laws not be allowed under the program. We feel that both deficiencies in the current law may undermine the labor market.

The AFT would also like to see language included in the proposed legislation which would severely restrict the use of funds for proprietary vocational education programs. We believe that credence should be given to established apprenticeship programs and to such training programs as operated by the Maritime Unions; however, we are opposed to the practice by some vocational education institutions of contracting out for services to proprietary institutions when those services could feasibly be run in the secondary and post-secondary vocational education schools.

We look forward to working with you and your staff as the Committee considers this vital legislation.

Sincerely,

LINDA CHAVEZ,
Assistant Director, Department of Legislation.

UNITED STATES CATHOLIC CONFERENCE,
DEPARTMENT OF EDUCATION,
Washington, D.C., March 23, 1976.

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: On behalf of the U.S. Catholic Conference, I would like to express our views on the matter of legislation to extend and revise the

CE 008 353

Vocational Education of 1963, which is now pending before the House Subcommittee on elementary, Secondary and Vocational Education.

It is our understanding that there may be some consideration of consolidating various categorical programs now separately authorized under the current Vocational Education Act. We would like to point out that certain methods of consolidation could have a significantly detrimental effect on the provision of benefits to nonpublic school children and teachers.

In the present law there are three provisions for the participation of eligible nonpublic school children and teachers. These are:

(1) Part B. Sec. 122(a)(4)(A) eestablishing special vocational education programs for students from low income communities and areas with high concentration of youth unemployment and school dropouts;

(2) Part D which provides for exemplary programs and projects; and

(3) Part G which provides for cooperative vocational education programs.

All of these programs are 100% Federally funded in the present legislation. This 100% Federal funding is a necessary condition for ensuring equitable participation of eligible nonpublic school children. Therefore, we would urge you to oppose any attempt to consolidate any of the above programs in such a manner which would result in converting them into Federal/State or Local matching programs which would prevent or limit the participation of children in nonpublic schools. We would also urge you to retain the current provisions in these same programs for the participation of nonpublic school children and teachers.

We have found it extremely difficult to evaluate how these special vocational education programs benefit nonpublic school children because of the lack of uniformity in the administration of these programs throughout the 50 states. The United States Office of Education has little or no data on which to determine whether or not the Congressional mandate for nonpublic school participation is in fact being carried out at the state and local levels. Information which we have received indicates that there are very few nonpublic school children benefitting from services provided through this Federal law.

Because of these circumstances we would suggest that either the statute itself and/or the legislative history of the new amendments clearly indicate the intent of Congress to insure that there be equitable participation of nonpublic school children.

This should be done by requiring the U.S. Office of Education to take whatever steps are necessary in the implementation of these vocational education programs to insure that:

There is adequate consultation with the appropriate nonpublic school officials in the total planning process at the state and local levels.

That the state and local education agencies are required to identify all eligible nonpublic school children.

That the needs of the nonpublic school children be assessed to determine how best to design programs to meet their needs.

That services be provided to nonpublic school children in a manner which will best meet the needs of those children including the provisions of those services on the premises of nonpublic schools.

In addition, to insure that the above recommendations are carried out, we feel it is essential that there be adequate nonpublic school representation on the national and state advisory councils which have been statutorily created for vocational education programs. Under the present law (re: Sec. 104(a)(1) and (b)(1)) there is no specific requirement that children attending nonpublic schools be represented on vocational education advisory councils. Therefore, we would recommend an appropriate amendment to correct this matter.

We feel that the above recommendations would go a long way toward helping to reform the Federal vocational education laws to insure that the children attending nonpublic schools receive the maximum benefits allowed within constitutional limits and to which they are entitled in justice.

I would greatly appreciate it if these comments were incorporated in the record of the hearing which your Subcommittee has had on this legislation.

Sincerely,

Rev. Monsignor Olin J. Murdick,
Secretary for Education.

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